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BOSTON UNIVERSITY

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Thesis

UNION ORGANIZATION FOR TEACHERS; AN EVALUATION BY TEACHERS

Submitted by

Frank Leslie Steeves Jr.

(B.S. in Ed., Boston University, School of Education, 1946)

In partial fulfillment of requirements for

the degree of Master of Education

1946

First Reader . Roy O. Billett, Professor of Education. . .

Second Reader. Worcester Warren, Professor of Education. .

Third Reader . Franklin C. Roberts, Professor of Education.

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TABLE OF CONTENTS

Page

List of Tables. iii

Chapter I Background Research of This Thesis. . . . 1

Chapter II The Purpose and Plan of This Survey. . . 23

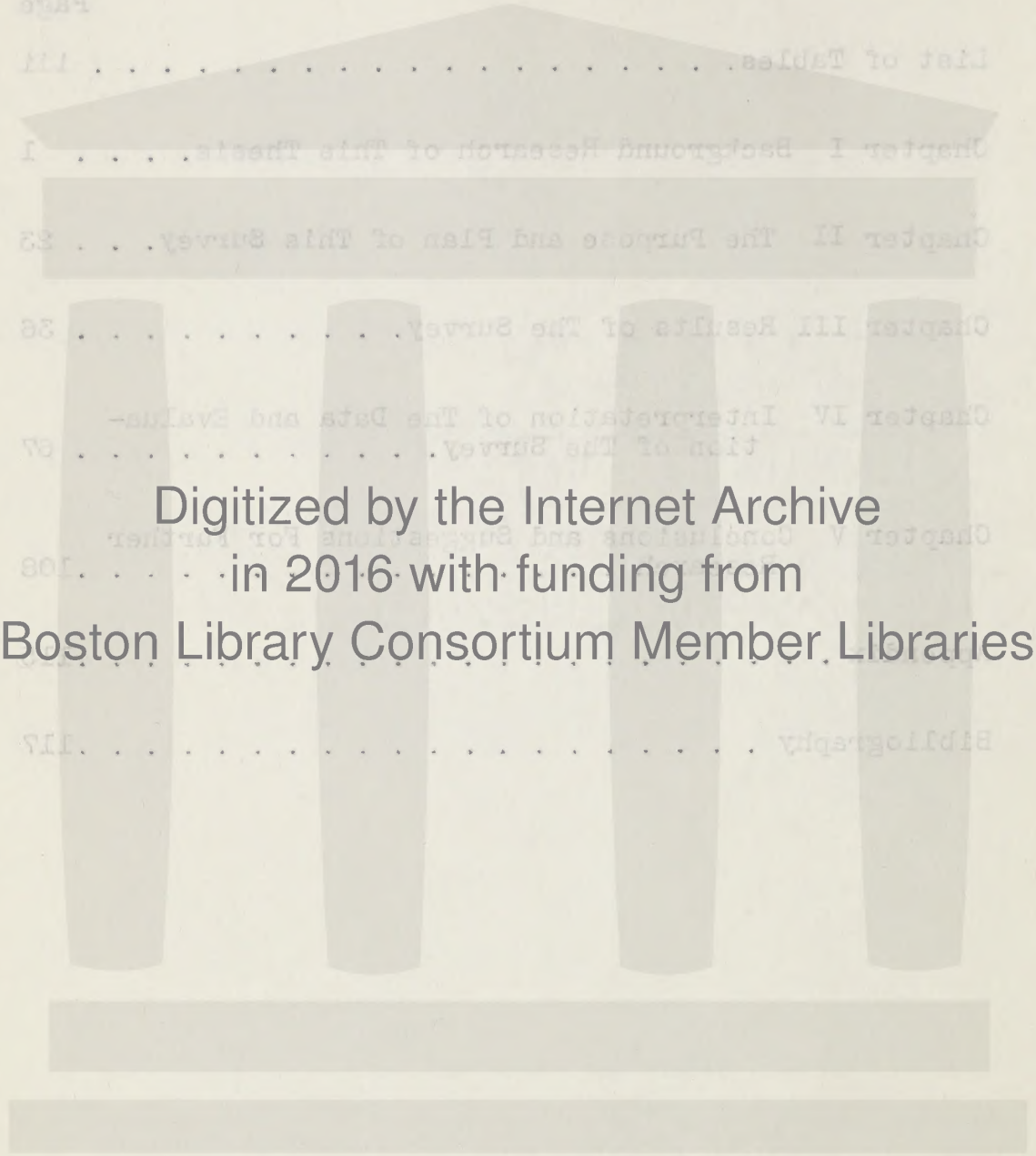
Chapter III Results of The Survey. 36

Chapter IV Interpretation of The Data and Evaluation of The Survey. 67

Chapter V Conclusions and Suggestions For Further Research 108

Appendix 115

Bibliography 117



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LIST OF EXHIBITS AND TABLES

EXHIBIT PAGE

I Page One of the Inquiry Form Used in This Study . 28

II Page Two of the Inquiry Form Used in This Study . 29

III Page Three of the Inquiry Form Used in This Study 30

IV Page Four of the Inquiry Form Used in This Study. 31

V Letter Submitted With Inquiry Form Used in This Survey. 35

TABLE

I Total Return of the Inquiry Form. 38

II Classification of Sixty-nine Forms Returned by Non-participants 39

III Total Answers For Questions Requiring The Choice of Two Answers. 42

IV Total Answers For Question Two. 43

V Total Answers For Question Eight. 44

VI Rating of Union Practices By Teachers For Inclusion in The Practices of a Teachers' Union. . . . 45

VII Total Ratings of Pro and Con Arguments Concerning Union Organization For Teachers 48

VIII Associations To Which Participating Teachers Belong. 50

IX Salary Range of Participating Teachers. 50

X Question One Tabulated By Sub-totals. 52

XI Question Two Tabulated By Sub-totals. 52-53

XII Question Three Tabulated By Sub-totals. . . . 53-54

LIST OF EXHIBITS AND TABLES

EXHIBIT PAGE

I Page One of the Inquiry Form Used in This Study . 28

II Page Two of the Inquiry Form Used in This Study . 29

III Page Three of the Inquiry Form Used in This Study 30

IV Page Four of the Inquiry Form Used in This Study. 31

V Letter Submitted With Inquiry Form Used in This Survey. 35

TABLE

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VIII Associations To Which Participating Teachers Belong. 50

IX Salary Range of Participating Teachers. 50

X Question One Tabulated By Sub-totals. 52

XI Question Two Tabulated By Sub-totals. 52-53

XII Question Three Tabulated By Sub-totals. . . . 53-54

PAGE

XIII Question Four Tabulated By Sub-totals. 54

XIV Question Five Tabulated By Sub-totals. 54-55

XV Question Six Tabulated By Sub-totals 56

XVI Use of the Strike Rated By Teachers For Inclusion in the Practices of a Teachers' Union. Tabulation By Sub-totals 57-58

XVII The Closed Shop Rated By Teachers For Inclusion in the Practices of a Teachers' Union. Tabulation by Sub-totals 58

XVIII Political Action Rated By Teachers For Inclusion in the Practices of a Teachers' Union. Tabulation by Sub-totals 59

XIX The Exclusion of Administrative Officials From Membership Rated By Teachers For Inclusion in the Practices of a Teachers' Union. Tabulation By Sub-totals. 59-60

XX Seniority and Tenure as Bases For Promotion and Salary Raise Rated By Teachers For Inclusion in the Practices of a Teachers' Union. Tabulation By Sub-totals. 60-61

XXI Question Eight Tabulated by Sub-totals 62

XXII Would Teachers Be Willing To Join a Teachers' Union Affiliated With Labor If They Believed They Would Obtain a 25 Per Cent Salary Increase? Tabulation By Sub-totals 63

XXIII Would Teachers Be Willing To Join a Teachers' Union Affiliated With Labor If They Believed They Would Obtain More Job Security? Tabulation by Sub-totals 64

XXIV Would Teachers Be Willing To Join a Teachers' Union Affiliated With Labor If They Believed They Would Have More Influence in Designing Educational Policies For Their School? Tabulation by Sub-totals 64-65

PAGE

XIII Question Four Tabulated By Sub-totals. 54

XIV Question Five Tabulated By Sub-totals. 54-55

XV Question Six Tabulated By Sub-totals 56

XVI Use of the Strike Rated By Teachers For Inclusion in the Practices of a Teachers' Union. Tabulation By Sub-totals 57-58

XVII The Closed Shop Rated By Teachers For Inclusion in the Practices of a Teachers' Union. Tabulation by Sub-totals 58

XVIII Political Action Rated By Teachers For Inclusion in the Practices of a Teachers' Union. Tabulation by Sub-totals 59

XIX The Exclusion of Administrative Officials From Membership Rated By Teachers For Inclusion in the Practices of a Teachers' Union. Tabulation By Sub-totals. 59-60

XX Seniority and Tenure as Bases For Promotion and Salary Raise Rated By Teachers For Inclusion in the Practices of a Teachers' Union. Tabulation By Sub-totals. 60-61

XXI Question Eight Tabulated by Sub-totals 62

XXII Would Teachers Be Willing To Join a Teachers' Union Affiliated With Labor If They Believed They Would Obtain a 25 Per Cent Salary Increase? Tabulation By Sub-totals 63

XXIII Would Teachers Be Willing To Join a Teachers' Union Affiliated With Labor If They Believed They Would Obtain More Job Security? Tabulation by Sub-totals 64

XXIV Would Teachers Be Willing To Join a Teachers' Union Affiliated With Labor If They Believed They Would Have More Influence in Declaring Sympathetic Policies For Their Bodies? Tabulation by Sub-totals 64-65

PAGE

XXV Answers of Forty-three Social Studies Teachers to This Inquiry Form. 66

XXVI Opinion of Salary Contrasted With Salary 68

PAGE

XXV Answers of Forty-three Social Studies Teachers to This Inquiry Form. 86

XXVI Opinion of Salary Contracted With Salary 88

CHAPTER I

BACKGROUND RESEARCH OF THIS THESIS

Research Studies in the Field of Teachers' Organizations are Limited in Number.

An investigation of the material now available concerning teachers' associations or possible methods of organization discloses the fact that such scientific studies as exist are few in number. There is, however, a vast amount of material including magazine articles, theses, and publications of union and other groups, most of which represent the personal opinion or prejudices of the writer. This has been noted by many leaders in education. Dr. Stephen M. Corey, writing in the Review of Educational Research of June, 1940, states

> Little research dealing with teachers associations, unions, and other organizations appeared during 1937, 1938, and 1939. The reviewer read some 100 articles of which a smaller number than the 20 appearing in the appended bibliography could be classified as research. The few scientific studies which have been published are almost without exception investigations of an elementary sort. Little is learned from these studies other than how many members of various organizations there are from year to year and frequently this information is not accurate. Most of the published articles are exhortative, although now and then one of them contains incidental data of research interest. These incidental data appear to be

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> presented, however, to substantiate a position already assumed rather than in an attempt to find out what stand is defensible.[1]

Similarly, in the May, 1931, issue of the same publication an article subjected research studies in this field to criticism for the same reasons.

> Research attacks in the field of teachers' organizations are limited both in number and scope. The literature is characterized chiefly by hortatory articles, subjective evaluation, or descriptions of programs and practices in individual situations. Studies involving the collection and organization of data tend to be concerned with gross aspects of the problem such as size, growth, and trends. [2]

Since research in this field has been criticized so severely, it might be well to examine what has been done and to compare that which is of value with that which may be discarded as personal opinion or prejudice. Obviously, all that has been written cannot be subjected to examination. However, representative articles can be cited and evaluated according to the few accepted as of value.

Much of the Writing in This Field Is Presented to Substantiate a Position Previously Assumed, Or One Predicated Upon Unproved Assumptions.

The above argument, previously noted in the quotation by Dr. Corey, is particularly true of the literature

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[1] Stephen M. Corey, "Teachers' Associations, Organizations, and Unions," Review of Educational Research, 10:255, June, 1940.

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appearing in teachers' professional and other magazines. While this does not mean that the particular point of view represented in the individual article is necessarily untrue or mistaken, it does mean that the author is making no attempt to deal with his subject objectively. One aspect of a given situation is discussed, and suitable examples of research are utilized to prove that particular aspect. Only in the rare exception will any statistical analysis or objective proof be offered to substantiate the position.

These facts are illustrated in the following quotations. The first group is taken from an article opposing the advisability of teachers to affiliate with the American Federation of Teachers.

> The American teacher who joins an organization that uses force as a means of bringing about change, thereby declares, either that education is ineffective and impotent, or that he is unwilling, too impatient, to accept the slow, gradual, oft-called inefficient educational methods that characterize a democratic social order. Resort to might or force not only negates a belief in the efficacy of education as an instrument of change; it also involves public-school teachers in a fight against themselves, for, after all, teachers pay taxes and are thus co-owners of the institution known as public education. [1]
>
> . . . . . .
>
> When these facts are considered, it seems rather odd that teachers must resort to methods

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[1] C. Currien Smith, "Should Teachers Organize As A Trade Union," School and Society, 53:26, January 4, 1941.

> of pressure and force in order to attain their objectives professional and otherwise.[1]
>
> . . . . . .
>
> The methods of might and force are based on the premises of ignorance and propaganda.[2]

Clearly, two assumptions have been made here, neither of which is proved. First is the assumption that might or force is an instrument of the American Federation of Teachers, and therefore of the teacher who joins the organization. Second, the author assumes that force is, per se, an undesirable instrument to be exerted by educators. Upon these assumptions the article attempts to argue that teachers should do as the author believes they should, not as can be objectively demonstrated as best or most desirable.

Another article, typical of the same deficiencies, includes such items as the following:

> Teachers who live under a dictatorial system and in turn practice dictatorship on their classes naturally prefer a similar pattern in their trade union life. Manifestations of this are found in the common preference of a man for president, in the tendency for the women to gather round their president to protect him from criticism, and to win his favors by anticipating his every

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[1] Ibid., p. 27.

[2] Loc. cit.

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[1] Ibid., p. 27.

[2] Loc. cit.

> wish, just as they do with their principal.[1]
>
> . . . . . .
>
> This argument leads to the conclusion that the majority of elementary school teachers do not want democracy, would actually resent a democratic school administration, a democratic union.[2]

Here, the astounding conclusion is reached that teachers do not want democracy and, therefore, any union organization of teachers would be undemocratic in nature. This conclusion is based upon the assumption that present teacher-administrator relationships are determined by and amenable to the wishes of teachers. This assumption may be either true or false. It may be true for some teachers or groups of teachers and false for others. But it cannot be assumed as true or false, and no particular educational end is served by writing which is based upon such loose assumptions.

This presupposition is not confined to the members of any one group. Those in favor of unions, those opposing unions, those upholding the banner of their favorite organization, or those engaged in attacking a group are all too prone to argue in this manner. Exaggerated and unprovable statements are frequently made.

The American Federation of Teachers

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[1] Kermit Elby, "Do Teachers Want Democracy," American School Board Journal, 108:26, February, 1944.

[2] Loc. cit.

> claims to be the most professional of the teachers' organization in the United States because it possesses more power to accomplish the two objectives of any truly professional teachers' organization: (1) to provide better educational facilities for children; and (2) to provide proper working conditions for teachers. Most non-union teachers' associations throughout the United States have little power to accomplish either of these objectives.[1]

Pamphlets such as those from which the above excerpt was taken are frequently prone to appear more interested in upholding a point of view rather than in finding the truth. Items are included which are not wholly true and not entirely false. At best these arguments are highly debatable. The evidence to support them is seldom given, and the exaggeration or half-truth renders them undesirable.

This, of course, is not true of all partisan publications. Much of the scientific research which has been done in this field is the product of the various educational organizations.

Works in Education Frequently Contain Data of Interest Concerning Teachers' Organizations.

Descriptions of the various existing teachers' associations may be found in many books in education. Material of this type, of interest to teachers or students of

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[1] Irvin R. Kuenzli, "Teachers Unions in England, France, and the United States," Pamphlet issued by the American Federation of Teachers, Undated.

teachers' associations, appears to be chiefly concerned with the history, achievements, aims, and practices of present-day teachers' groups.

Elsbree [1] devotes two chapters to teachers' organizations, one dealing with the formation and work of such associations between 1860 and 1866, and the second concerned with present-day voluntary associations. Early teachers' associations were primarily concerned with educational problems, and only secondarily with the personal welfare of teachers.

> Before the days of the city and state superintendent of schools, there were many educational problems which commanded the attention and effort of the education societies because there was no legally constituted school officer to assume the leadership in solving them. For this reason, greater emphasis was placed in broad educational questions in the early association than upon the economic improvement of teachers themselves. Later this situation was reversed, educational problems being handled to a larger extent by school superintendents and supervisors. [2]

This reversal of emphasis has been more marked since the entrance of teachers' unions upon the educational scene, notably since the organization of the American Federation of Teachers in 1916. Before this

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[1] Willard S. Elsbree, The American Teacher, (New York; American Book Company, 1939).

[2] Ibid., pp. 499-500.

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[1] Willard S. Elsbree, The American Teacher, (New York: American Book Company, 1939).

[2] Ibid., pp. 498-500.

time, as Elsbree points out, ". . . there were only a few local teachers' unions in the United States, the one in Chicago laying claim to the largest and most active enrollment."[1] Of particular pertinence to this survey is Elsbree's statement that, ". . . there is no indication at present that the rank and file of American schoolteachers are greatly interested in the peculiar functions which the union professes to serve."[2] The function of this thesis is to discover to what extent American teachers are interested in the functions of teachers' unions.

Elsbree compares the organization and activities of the American Educational Association, the American Federation of Teachers, the Progressive Educational Association, and local and state teachers' associations. His general criticism of all types of teachers' groups is as follows:

> Teachers' associations, in general, are loose groups of transient workers who can hardly be said to have that unity of interest and that common body of professional traditions characteristic of long-established professions. The membership is predominantly feminine, but the leadership is largely masculine. The organizations are cooperative in spirit, but mostly without specific objectives

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[1] Loc. cit.

[2] Ibid., p. 512.

> and practical programs. They are nonmilitant and nonpolitical. Their government is nominally representative, but not so in actuality. The positions of leadership have been occupied more often by impractical, would-be reformers than by practical realists, and the leaders themselves have been uncertain of their own goals. The control has been largely in the hands of administrators whose interest in certain important measures is in serious conflict with the interests of teachers. Teachers join these bodies as an expression of their nebulous faith in the general values of organization and as a method of conforming to the wishes of their supervisory officers, rather than as an acceptance of an opportunity to participate effectively in the educational battles of the time.[1]

Almack and Lang,[2] also, allow a chapter for the discussion of teachers' voluntary groups. Various types of teachers' organizations are evaluated, and examples of each type are specified. Particularly pertinent in terms of this thesis is the reference to the question of teachers affiliating with other organizations.

> The Problem of Affiliating With Other Organizations. Another question of importance concerns the desirability of affiliating with other organizations. Those outside of the teaching profession, such as the American Federation of Labor, are referred to. An absolute answer is impossible. If a referendum were taken among the teachers of the country, their decision would in all probability be against affiliation. (italics not in

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[1] Ibid., p. 530.

[2] John C. Almack and Albert R. Lang, Problems of the Teaching Profession (Boston: Houghton-Mifflin Company, 1930).

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[5] John C. Almack and Albert R. Lang, Problems of the Teaching Profession (Boston: Houghton-Mifflin Company, 1930).

[6] Ibid., p. 800.

the original). If the same vote were taken among the patrons of the public school, their decision would probably be much more positively in the negative. A similar judgment rendered by competent impartial judges it seems safe to predict would also be against affiliation.

The proposition should be debated first on the broad ground of whether teachers should in their organizations affiliate permanently with any outside interest. The question may certainly be raised next whether, if affiliation with outside organizations is desirable, it should be with groups that differ from teachers in their problems and objectives. Another point involves the degree of independence of action which the teachers surrender.

Refraining from making any distinctions among outside organizations teachers may justify themselves for refusing to enter any permanent alliances by the following reasons.

1. The affiliation is unnecessary, both for the teachers and for the other organization.

2. The combination of different problems, different methods, and different purposes must result in hanpering the efficiency of either party.

3. There is warranted a strong presumption that such affiliation would imperil the future of the public school.

4. The intensification of class spirit and class antagonism is a probable consequence.

5. There is no evidence that benefits would result.

It is only fair to say that one finds little to criticize in the purposes of the teachers who have affiliated with the American Federation of Labor. They state their objects as follows:

1. To bring associations of teachers into

relations of mutual assistance and cooperation.

2. To obtain for them all the rights to which they are entitled.

3. To raise the standard of the teaching profession by securing the conditions essential to the best professional service.

4. To promote such democratization of the schools as will enable them better to equip their pupils to take their places in the industrial, social, and political life of the community.

Furthermore, recognition of the contribution which labor has made may well be acknowledged by all. Not only may evidence of the cordial support be found in the days when the public school was struggling for a footing among the institutions of our country, but it may be found in the present zeal and enterprise of labor in maintaining and improving the public schools. It may be argued, however, that the deserved appreciation may be shown without tying teachers organizations up with labor organizations. The obligation, too, is one shared by the whole social group, of which teachers constitute only a small portion.[1]

The difficulties encountered in the organization of teachers are discussed by Smith[2] who states

The organization of teachers has proved peculiarly difficult because of a rapidly shifting personnel, the temporary nature of teaching tenure, and an inherent individualistic bias in the scholastic mind; yet in spite of these difficulties the national and state associations now enroll ten times as many teachers as they did in 1908. More than

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[1] Ibid., pp. 89-91.

[2] Walter Robinson Smith, An Introduction to Educational Sociology (Boston: Houghton-Mifflin Company, 1929), p. 290.

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[1] Ibid., pp. 89-91.

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> twenty percent of all teachers are now enrolled in the National Education Association and about seventy-five per cent are members of state associations. Before these organizations can become genuinely effective, however, membership must be universal and practically compulsory.

Judd[1] charges that teachers' associations have, in the public mind, come to be agencies for working for the selfish ends of teachers by securing favorable legislation intending to improve the economic status of teachers. He appears to imply that he believes teachers' associations should not exist for this purpose.

Cook,[2] however, considers the problem of union organization for teachers as an economic problem in the last analysis.

> What the average teacher wants to know is how he can keep body and soul together on a subsistence wage. The success of labor unions in bargaining for employees has set a stimulating example.[3]

Membership in professional organizations is considered by Umstattd[4] as essential to "enable the teacher

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[1]Charles H. Judd, Education and Social Progress (New York: Harcourt, Brace, and Company, 1934), p. 106.

[2]Lloyd Allen Cook, Community Backgrounds of Education (New York: McGraw-Hill Book Company, 1938), p. 328.

[3]Ibid., p. 329.

[4]J.G. Umstattd, Secondary School Teaching (Boston: Ginn and Company, 1937), pp. 441-442.

to grow and thereby meet his obligations effectively." He considers membership in teachers' organizations as a means of professional growth.

This point of view is also held by Newsom and Lanfitt[1] who found that professional growth and skill and membership in professional associations among other factors appeared to correlate.

Works devoted entirely to the study of teachers' organizations might be considered "scientific" research, and works of that type will be considered under this heading.

Scientific Research in the Field of Teachers' Organizations.

The investigation most closely related to this particular thesis to date was conducted in 1937 by the Educational Policies Commission of the National Education Association. Comment concerning this study has been very favorable.

> One of the most interesting and comprehensive investigations reported during the period involved an attempt to determine what should characterize the ideal national organization for education. A questionnaire was sent by the Educational Policies Commission to some 2,000 exofficio consultants and to

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[1] N. William Newsom, R. Emerson Lanfitt, et al., Administrative Practices in Large High Schools (New York: American Book Company, 1940), p. 322.

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an equal number of classroom teachers. Replies were received from 572 and 721 in each respective group. The differences that were reported between the teachers and the consultants, most of whom were administrators, might have been anticipated. The teachers were much more insistent upon voluntary membership, and an aggressive attitude in defense of teachers' rights. There was little explicit reference to teachers' obligations. In summary, the inferences made by the Commission from the questionnaire data indicated that the ideal national association for education should:

1. Exist for the maintenance and improvement of educational service.

2. Involve voluntary membership only.

3. Call the attention of the public to the educational aspects and implications of existing socio-economic conditions and of proposed social, economic, or governmental changes.

4. Define and publicize the civic and professional rights and obligations and, in important test cases, engage in efforts to secure judicial rulings in defense of such rights.

5. Provide a department for each important branch of educational service which will carry with it membership in the general organization.

6. Provide for "co-inclusive" membership with state educational associations.

7. Cooperate actively but never affiliate organically with lay groups working for the improvement of education.[1]

Aileen W. Robinson's thesis, written at Smith College in May, 1934, is an excellent critical analysis

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[1] Corey, op. cit., pp. 256-257

of the American Federation of Teachers. She analyzes its history, its aims, its methods, and activities since the time of the Federation's organization. This thesis, without assuming a position, evaluates the relative position of the particular organization very well.[1]

Occasionally a serious attempt has been made to prove a previously assumed position by recourse to an analysis of all available data without actually conducting an experiment.

In her thesis, Teachers Need More Effective Organization, Elizabeth V. Foster[2] has carried out this type of plan. Miss Foster has, in a very thorough and complete thesis, conducted a logical argument to the effect that teachers do need more effective organization. However, this work is open somewhat to the charge that the data consulted by the author naturally tends to be of such a nature as to agree with the original assumption. Thus, this work cannot be considered to be as scientifically objective as, for example, the Educational

---

[1]Aileen Robinson, "A Critical Evaluation of the American Federation of Teachers," (unpublished Master's thesis, Smith College, Northampton, Massachusetts, 1934).

[2]Elizabeth V. Foster, "Teachers Need More Effective Organization," (unpublished Master's thesis, Boston University, School of Education, Boston, Massachusetts, 1934).

Policies Commission Survey. It does offer an enormous amount of material from a variety of sources as proof of its contention.

Chapter Two of this thesis provides an excellent summary of the history, purpose, and importance of various national teachers' organizations.[1] Miss Foster points out in this chapter that early teachers' organizations were primarily concerned with subject matter and teaching problems, whereas later groups have placed an emphasis upon the teachers' social and economic security. Thus, the term "teachers' union," as she maintains in this chapter, thereby agreeing with Elsbree[2], was relatively unknown before 1916.

Most of what may be properly termed acientific research in this field is, as has been noted, concerned primarily with quantitative data describing the membership, size, growth, finances, or political organization of the various associations.

Most of this material has been published by the organizations concerned or by students interested in particular types of organizations.

Alexander[3] made the first survey of the major

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[1] Ibid., pp. 37-60

[2] Elsbree, op. cit., pp. 499-500

[3] Carter Alexander, Some Present Aspects of the Work of Teachers' Voluntary Associations in the United States (New York: Columbia University, 1910).

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[1] Ibid., pp. 27-30

[2] Elsbree, op. cit., pp. 439-500

[3] Carter Alexander, Some Present Aspects of the Work of Teachers' Voluntary Associations in the United States (New York: Columbia University, 1915).

associations in 1910. The volume discusses the work being done at the time for economic betterment of teachers, the influence of teachers' groups on legislation, the place of women in the existing associations, plus a consideration of the various types of existing associations.

The Chicago Teachers' Federation, mentioned by Elsbree[1] is of interest as one of the first teachers groups to affiliate with labor. Although, as Elsbree points out, the term "union" was not generally applied to teachers' groups before 1916, there was some actual union affiliation as early as 1902. Alexander comments as follows:

> There were in April, 1909, so far as the secretary of the American Federation of Labor knew, but two teachers' organizations in the country affiliated with labor unions. These are the Public School Teachers' Association of San Antonio, Texas, which is Local No. 10,303 of the American Federation of Labor, and the Chicago Teachers' Federation which is affiliated with the Chicago Federation of Labor.
>
> The first case of affiliation so far as the writer has been able to learn, was the San Antonio, Texas, association which affiliated with the American Federation of Labor in September, 1902. The Chicago Teachers' Federation affiliated with the Chicago Federation of Labor later in the same year. A voluminous discussion regarding the causes and merits of this action raged for some time in many educational periodicals, but the elemental fact seems to be that the Federation in its tax campaign and general work for the betterment of the teachers and schools, felt that it was necessary to get

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[1] Elsbree, op. cit., pp. 499-500.

> better support from the public. The labor adherents formed a very influential part of this public, and moreover supplied a weapon much needed by the women members of the Teachers' Federation, i.e., the suffrage. The constitution of the Teachers' Federation was not essentially different from that of other city associations of grade teachers at the time, and it was not in the least changed by the affiliation.[1]

In 1926, Granrud[2] made a thorough study of state teachers' associations. This is a detailed account of the aims, organization, and activities of such associations. He reaches the following conclusion:

> As a rule, state teachers' associations have been compelled to give so much time and effort to the development of their organizations that little time and effort could be devoted to achieving the ends, for the attainment of which these organizations exist. With a widely spread membership, composed of teachers with short tenure in the profession, it might seem almost impossible for them to carry on tangible and specific programs of work. But many associations, such as those of Illinois, Michigan, Pennsylvania, Washington, and Missouri, have already been able to attain worthy ends which were foreseen. There is reason to believe that every association can made a real contribution to education and to society.[3]

Similar to Alexander's study but more detailed and specific is Selle's[4] analysis of the National Education

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[1]Ibid., p. 58.

[2]John Granrud, The Organization and Objectives of State Teachers' Associations (New York: Columbia University, 1926).

[3]Ibid., p. 68.

[4]Erwin Stevenson Selle, The Organization and Activities of the National Education Association (New York: Columbia University, 1932).

Association. He found the National Education Association to be

> . . . an organization of professional and casual teachers; largely feminine in membership; largely masculine in leadership; nonexclusive; opportunistically promoted; rapidly expanding; nonspecialized; nonpolitical; nonmilitant; cooperative in spirit; relatively insecure; without clearly defined objectives; nominally, but not functionally, representative in government; possessing effective executive machinery, mainly secondary in the contacts which it provides for its members; without extensive control over its members; without a technique of self-criticism.[1]

Others have made similar studies all of which are characterized by their purely descriptive or quantitative character.

Data concerning the actual membership of various groups is published by the groups concerned. The Journal of the National Education Association[2] contains membership figures not only of the National Education Association but of other associations.

In 1944 the National Education Association listed a total membership of 271,847. "This latter figure is 30 per cent of the 892,350 teachers in the 48 states, Alaska, D. C., Hawaii, and Puerto Rico."[3]

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[1] Ibid., p. 162.

[2] "Membership in Education Associations," Journal of the National Education Association, any year.

[3] "Membership in Education Associations," Journal of the National Education Association, 33:148, September, 1944.

Membership in state associations was found to equal 86 per cent of the total number of teachers in the above areas, for a total membership of 764,744.[1]

Membership in teachers unions is published by the unions in their pamphlets and also by others interested in the union movement.

> During the past two years membership in the American Federation of Teachers has shown a marked increase. Irvin B. Kuenzli, secretary-treasurer of the federation, states in a recent issue of the American Teacher that membership has almost doubled within the past two years. In June, 1938, the total paid-up membership was 30,130, which represented a gain of 8,127 members over the preceding year. During the fiscal year ending in May, 1938, sixty-three locals were chartered. . . . Approximately 64 per cent of the membership is confined to the states of Illinois, New York, and Ohio. Minnesota, Georgia, and Pennsylvania account for another 16 per cent of the membership. These six states now provide 80 per cent of the total membership.[2]
>
> Is the Federation making progress? Yes, while most social and educational organizations struggled during the depression years to maintain their respective memberships, the membership of the American Federation of Teachers has multiplied five times and has been doubled in a period of less than two years.
>
> The American Federation of Teachers is one of the most rapidly growing unions in the American Federation of Labor. In the city of Chicago alone more than 8,000 teachers

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[1] Loc. cit.

[2] "Growth in the Membership of the American Federation of Teachers," editorial comment, Elementary School Journal, 39:251-252, December, 1938.

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[1]Lee, *op. cit.*

[2]"Growth in the Membership of the American Federation of Teachers," editorial comment, *Elementary School Journal*, 39:321-322, December, 1938.

> representing approximately two-thirds of the teachers of that city are members of the American Federation of Teachers, Local No. 1, the largest teachers' union in the world.[1]

Caroline Bengston Hastings[2] expresses her belief that the claims made by some unions are greatly exaggerated insofar as membership is concerned.

A.R. Lang[3] made a thorough study of classroom teachers' organizations which contains much factual material. He found that the immediate causes for classroom teachers' organizations were four:

1. To secure organized action.
2. To improve economic status.
3. To provide professional betterment.
4. Miscellaneous.[4]

Despite the great amount of work accomplished by these groups, Lang concluded that, ". . . There is, in general, a great need for a more defined objective and a greater unity of action among the associations."[5]

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[1] "Questions and Answers About the American Federation of Teachers," a pamphlet published by the American Federation of Teachers, Chicago, Illinois, undated.

[2] Caroline Bengston Hastings, "Membership in Teachers' Unions," American School Board Journal, 95:49, July, 1937.

[3] A.B. Lang, "Classroom Teachers' Associations," Proceedings of the National Education Association, 61:594-606, 1923.

[4] Ibid., p. 595.

[5] Ibid., p. 604.

The major purpose of this chapter has been to point out the relatively large amount of quantitative research in this field as compared with that intended to bring about better types of teacher-organizations.

The purpose of this particular thesis as discussed in chapter two was to discover teacher preferences in a particular area of teacher-organization, a type of study which has not been done so far as could be determined.

CHAPTER II

THE PURPOSE AND PLAN OF THIS SURVEY

A Need Exists for Further Research Studies in the Field of Teachers' Organizations.

"In terms of the probable importance of teachers' organizations the dearth of research studies is surprising."[1] In view of what has been seen to be the great lack of scientific research concerning teachers' organizations this statement appears to be true. Others have stated the same opinion.

> The field of educational organizations offers a rich area for research. Profitable studies could be made of the origins and personnel of educational organizations. Comparisons of their aims, activities, and achievements would likewise be valuable. A series of such studies during the next three years, comparable to the one by Robinson, reported for numerous organizations in readily available periodicals would be filling a real need in American education.[2]

Less argumentative efforts to prove a position and more objective search for the truth concerning a better organization for teachers seems to be greatly desired.

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[1] Corey, op. cit., p. 257.

[2] J.G. Umstattd, "Teachers Associations, Organizations and Unions," Review of Educational Research, 7:315, June, 1937.

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[2] J. B. Umstattd, "Teachers Associations, Organizations and Unions," Review of Educational Research, 7:315, June, 1937.

This is more true today than at any period in the history of American education. Teachers are confronted with problems of a social and political nature more complex than any they have previously faced. The pressure upon teachers to join this or that organization is great. Everyone, it seems, has a plan intended to improve the lot of the teacher.

> I propose now to add to this list the American Teachers Association to serve the same purposes as those of other recognized professional unions. First, I would have the association set up standards of educational preparation and fitness (including preparation) for membership. I would classify members into apprentices, Journeymen, and Master Teachers. Next I would set up standard minimum salaries per year for each of these three classifications. [1]
>
> . . . . . .
>
> Yes, I say it is time the teachers should organize as a guild of skilled workers, a union, to regulate preparation for teaching, qualification for admission, and pay for services.[2]

For years teachers have been bombarded with propaganda of the type examined in Chapter One. Numerous plans for association have been formulated and proposed. Seldom, however, have the planners paused to ask the question of whether teachers, as a group, need or desire

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[1] E.A. Cross, "Time For a Teachers' Union," School and Society, 61:242-43, June 21, 1945.

[2] Ibid, p, 243.

new organizations.

- This Survey Was Conducted for a Definite Purpose.

This survey was conducted for the definite purpose of determining, if possible, the effects of such literature upon teachers, particularly insofar as teachers' attitudes might be measured concerning the union organization of teachers.

Do teachers think they need more effective organization? What do teachers like or dislike about union organization? Which teachers under what conditions would tend to favor union organization? What factors does the teacher consider as he contemplates union affiliation? These are some of the questions which this survey attempted to answer.

The study did not proceed upon the assumption that teachers need or desire more effective organization. Rather, it constituted an attempt to discover, to some extent, whether teachers themselves think they need or desire better organization. Emphasis was placed upon union organization since unions have been most aggressive in their attempts to organize teachers. Furthermore, certain conditions and situations met by the teacher in public education have given rise to problems, the answers to which are claimed by organized

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teachers' unions. The reactions of teachers to these arguments, if known, would prove valuable.

So far as could be determined, no attempt had previously been made to discover teachers' attitudes in this field. As has been noted, many personal opinions have been expressed, and many writers have presumed to state what they believed to be the teachers' attitude. Scientific research, however, appears to be peculiarly lacking.

Irvin R. Kuenzli, in a letter to this writer, says that

> We have no information regarding any similar studies which have been conducted and I am sure this project is sufficiently original to constitute a legitimate basis for a graduate thesis.[1]

Two Major Problems Were Found Inherent in This Type of Study.

First was the problem of preparing an inquiry form which would result in valid conclusions. Closely related to this was the problem of obtaining reliable sampling.[2]

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[1]Irvin R. Kuenzli, Secretary-Treasurer, American Federation of Teachers, a letter to the writer of this thesis, February 11, 1946.

[2]For a complete discussion of the validity and reliability of this survey, see Chapter Four, this thesis.

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[1]Irvin R. Kunesli, Secretary-Treasurer, American Federation of Teachers, a letter to the writer of this thesis, February 11, 1940.

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The problem of validity resulted from the extreme difficulty of measuring accurately the attitudes or opinions of a person or group of persons. To the extent that the inquiry form did measure accurately the opinions for which it asked, it is said to be valid. Thus, validity in a survey of this type is chiefly a result of care in the construction of the inquiry form. Other factors -- such as the inability of subjects to answer correctly or truthfully, poor local conditions, and improper presentation of the inquiry form -- would all tend to reduce the validity of survey results.

The inquiry form devised for use in this study is shown in the following four charts.[1] It consists of seven items of personal data and thirteen questions, several of which are subdivided into three or more parts. Two of the questions are optional. An endeavor was made to present the items as simply and understandably as possible.

An effort was also made to eliminate every trace of personal bias from this inquiry form. The existence of a personal bias in the construction of such a form

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[1]For a complete inquiry form, as was submitted to participants, see Appendix.

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Exhibit 1. Page One of the Inquiry Form Used in This Survey.

UNION ORGANIZATION FOR TEACHERS

AN EVALUATION BY TEACHERS

Marital Status .....
Sex..... Years of Teaching Experience.....

Please encircle the grades in which you teach.
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12

Please underline the major subject field in which you teach.

English	Commercial	Foreign Languages
Science	Art	Practical Arts
Social Studies	Music	
Mathematics	Health and Physical Education	

Please encircle your years of education beyond high school to the nearest year.
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 Degrees held.....

What is the approximate population of the community served by the school system of which your school is a part? .....

Directions: In the following questions or groups of statements, check (✓) those answers or statements with which you agree.

1. Do teachers need more effective organization?
   Yes ..... No.....

2. Present teachers' organizations provide adequate solutions to teachers' problems. .....
   Present teachers' organizations, at maximum efficiency, could provide adequate solutions to teachers problems. .....
   Labor union organization of teachers is desirable to care adequately for the problems of teachers. .....
   Other (please state). .....
   .....
   .....

Exhibit 1. Page One of the Inquiry Form Used in This Survey.

Exhibit 2. Page Two of the Inquiry Form Used in This Survey.

3. Should a purpose of any professional teachers' organization be to raise salaries, settle grievances, or protect teachers' positions.
Yes ..... No .....

4. Should the fundamental purpose of any professional teachers' organization be to serve the needs of American boys and girls.
Yes ..... No .....

5. Do you think it possible for teachers' local, state, and national associations and teacher unions to exist together, each solving a different phase of the teachers' personal and professional problems?
Yes ..... No .....

6. To serve more effectively the needs of education, a teachers' union --
should be affiliated with organized labor. ...____
should not be affiliated with organized labor. ____

7. Directions: Rate the following union practices for inclusion in the practices of a teachers' union by placing a cross (x) in the appropriate column.
Column A -- signifies a very desirable practice.
Column B -- signifies a desirable practice.
Column C -- signifies an undesirable practice.
Column D -- signifies a very undesirable practice.

Practice	A	B	C	D
Use of the strike				
The closed shop				
Political action				
Exclusion of administrative officials from membership				
Seniority and tenure as bases for promotion or salary raise				

8. If teachers and maintenance workers in a given school system were affiliated with labor, would you consider the teachers on strike if a strike of the maintenance workers, given moral support by the teachers, closed the school system?
Yes..... No.....
Comment .....
.....
.....

Exhibit 3. Page Three of the Inquiry Form Used in This Survey.

9. Directions: Following are two groups of statements. Group I consists of several arguments commonly used by advocates of teachers' unions. Group II presents several arguments opposing such unions. Indicate your rating of these arguments by placing a cross (x) in the appropriate column.

Column A -- signifies a very strong argument.
Column B -- signifies a strong argument.
Column C -- signifies a weak argument.
Column D -- signifies a very weak argument.
Column I -- signifies an irrelevant argument.

I

Argument	A	B	C	D	I
Teachers, as American citizens, have the right to join unions.					
Union organization is equally desirable for professional as well as for industrial people.					
Union organization will provide the teacher with an articulate voice in grievances.					
Union organization will equalize the salaries of men and women teachers.					
Existing teachers' unions are completely autonomous, and none has ever participated in a strike.					
Other: (please state and rate)					

II

Argument	A	B	C	D	I
Teachers, as public employees, should not join labor unions.					
It is undignified for teachers to affiliate with labor.					
Union organization by basing promotion upon seniority and tenure, will reduce desire for professional superiority					
If affiliated with labor, teachers would be expected to teach labor points of view.					
The objectives of American public education cannot be reconciled with the objectives of trade unionism.					
Other: (please state and rate)					

Exhibit 4. Page Four of the Inquiry Form Used in This Survey.

10. Would you be willing to join a teachers' union affiliated with labor if you believed that by so doing:
a. You would obtain a 25 per cent salary increase?
Yes .....
No .....
b. You would obtain more job security? Yes .....
No .....
c. You would have more influence in designing educational policies for your school? Yes .....
No .....
d. Other (please state) .....
.....
.....

11. Do you believe your answers as indicated in this inquiry form might have been more certain if you were given access to a greater amount of factual material concerning the union organization of teachers?
Yes ..... No .....

12. To which of the following types of teachers' organizations do you now belong?
a. local associations .....
b. state associations .....
c. national associations .....
d. teachers' unions .....
e. none .....

13. Optional Question *

a. Please encircle the range into which your annual salary, as a teacher, falls.
$500-1499; $1500-1999; $2000-2499; $2500-2999; Over $3000.

b. In your opinion are you adequately recompensed financially for the service which you perform to the community.
Yes ..... No .....

* Note: The results of this survey will rest upon a more secure statistical foundation if this question is answered. However, please consider your answer optional.

Exhibit 4. Page Four of the Inquiry Form Used in This Survey.

would constitute a decidedly important factor acting to reduce validity. The form was carefully examined by several disinterested educators to discover and remove evidences of personal bias.

The problem of reliability was the second major problem confronted in this survey. An inquiry form, like a test, is reliable to the extent that it succeeds in measuring "anything consistently. . . no matter how much what it does measure differs from what it is intended to measure."[1]

Thus, the results of this survey may be considered reliable to the extent that the inquiry form succeeded in measuring anything even though what it measured were to deviate from what was intended.

Reliability is also a result of the distribution and variety of teachers to which the form was submitted. The results could not be considered reliable if the forms were submitted to a homogeneous group of any type. Reliability is, therefore, a result of obtaining proper sampling.

This inquiry form was submitted to one thousand public-school teachers in the State of Massachusetts.

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[1] E.F. Lindquist, A First Course in Statistics, (Boston: Houghton Mifflin Company, 1942), p. 233.

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The names of teachers used in the survey were selected at random from local publications listing school employees. The inquiry forms were divided equally between elementary and secondary school teachers.

One hundred fifty forms were submitted to teachers in urban centers known to have a population of over 100,000, and an equal number was submitted to teachers in communities of less than 5,000 population. One hundred forms were submitted to teachers in the City of Boston. The remaining six hundred forms were submitted to teachers in towns and cities selected at random, the populations of which were between 5,000 and 100,000.

No forms were submitted to teachers listed as performing administrative duties. Only classroom teachers participated. One half of the inquiry forms submitted to secondary school teachers were submitted to men, while all of the elementary school teachers participating were women.

The reliability of a survey of this type would also be measured in terms of the total number of inquiry forms returned. Therefore, any device or means by which a greater return could be assured would result in a greater degree of reliability.

A self-addressed, stamped, return envelope was included with each inquiry form as a means of making the tasks of participants easier. A mineographed, signed letter also accompanied each form. This letter is re-

produced in Chart Five following this page. Several factors were stressed with the intention of making the return of the form greater.

First, the contention was stated that the survey performed a useful service by providing needed information.

Anonymity was stressed. The participant was assured that his indentification or the identification of his background was impossible.

No pressure was used to coerce teachers into participation. The investigator was fully identified, and participants were informed concerning the location and availability of survey results.

Last, participants were told that the inquiry form would require but a short period of their time. Their aid was requested as essential to the successful conclusion of the survey.

No follow-up was used in this study.

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No follow-up was used in this study.

Exhibit 5. Letter Submitted with Inquiry Form Used in This Survey.

March 26, 1946

Dear Fellow Teacher,

This inquiry form was devised to provide some much needed information concerning the attitudes of teachers toward union organization for teachers.

Your name has been selected at random. You are requested not to identify yourself. Neither you, nor your school, nor your community can be identified from this form.

If you feel, after examining these queries, that you are not qualified to answer them justly, please return the form indicating this fact.

This survey is being conducted as one of the requirements for the degree of Master of Education at Boston University. Therefore, the results will be placed on file at the School of Education library where they will be available for examination.

Will you donate twelve minutes of your time to help bring this venture to a successful conclusion? Since the nature of this study will prevent any further requests for your help, will you kindly do so at your earliest convenience.

Very truly yours,

Frank L. Steeves, Jr.
Graduate Student
Boston University
School of Education

Enclosure

Exhibit 8. Letter Submitted with Inquiry Form Used in This Survey.

March 20, 1960

Dear Fellow Teacher,

This inquiry form was devised to provide some much needed information concerning the attitudes of teachers toward union organization for teachers.

Your name has been selected at random. You are requested not to identify yourself. Neither you, nor your school, nor your community can be identified from this form.

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Enclosure

CHAPTER III

RESULTS OF THE SURVEY

The results of this survey appear in the following tables and explanations of tables. For an interpretation of this data, see Chapter IV of this thesis.

Table I is a tabulation of the total return of the inquiry form. Of 1,000 forms submitted to teachers selected at random, a total of 415 was returned. Sixty-nine of this number were returned blank, leaving a total of 346 forms returned by participants. Thus, all conclusions derived from this study are based upon 346 participants or 34.6 per cent of the total number of teachers contacted.

Two hundred fifty of the total number submitted were submitted to male secondary-school teachers, while 750 went to female teachers in all grades. Male teachers returned 117 or 46.4 per cent of the total number submitted to them, while women teachers returned 222 or 29.6 per cent of their total. Seven teachers returned completed forms with no indication of sex given.

The forms were divided equally between elementary

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Two hundred fifty of the total number submitted were submitted to male secondary-school teachers, while 750 went to female teachers in all grades. Male teachers returned 117 or 46.4 per cent of the total number submitted to them, while women teachers returned 229 or 30.6 per cent of their total. Seven teachers returned completed forms with no indication of sex given.

The forms were divided equally between elementary

and secondary school teachers, 500 forms going to each group. One hundred twenty-two elementary teachers returned the forms, 24.4 per cent of the number submitted to this group. Two hundred ten forms were returned by secondary teachers for a total of 42 per cent of their total. Fourteen completed forms were returned with no grade level indicated.

Thirty of the 100 forms submitted to Boston were returned for a 30 per cent total return by Boston teachers.[1] Forty-three of 150 forms submitted to teachers in cities of over 100,000 population were returned. This is 28.6 per cent of the number submitted to this group. Of the 600 forms sent to teachers in the 5,000 -- 100,000 population communities, 195 were returned, 32.5 per cent of the total submitted to the group. Teachers in communities of less than 5,000 population returned 46 of 150 forms or 30.6 per cent. Thirty-two forms were returned with the population of community not given.

Table II is a classification of the sixty-nine forms returned blank. Nineteen non-participants returning forms indicated that they felt unqualified to answer. Nine stated they were no longer teaching, while forty-one gave no reason. Of the nineteen who were not qualified, four indicated the reason while fourteen gave no reason.

Table I: Total Return of the Inquiry Form

A. Total Return

	Number	Per Cent
Returned by Participants	346	34.6
Returned Blank	69	6.9
Total	415	41.5

B. Sex

	Number Submitted	Number Returned	Per Cent
Male	250	117	46.4
Female	750	222	29.6
Not Given	--	7	--

C. Grade

	Number Submitted	Number Returned	Per Cent
Elementary	500	122	24.4
Secondary	500	210	42
Not Given	--	14	--

D. Size of Community

	Number Submitted	Number Returned	Per Cent
Boston	100	30	30
Over 100,000	150	43	28.6
5,000--100,000	600	195	32.5
Under 5,000	150	46	30.6
Not Given	--	32	--

One returned form was disqualified and placed in this group because the participant was a principal of an eight-grade school.

Table III is a tabulation of total answers for

Table II: Classification of Sixty-nine Forms Returned by Non-participants.

A. Total

Returned Blank	Per Cent of Total Sent	Per Cent of Total Returned
69	6.9	16.6

B. Reasons Given

Number	Per Cent of 69	Reason Given
19	27.5	Not Qualified to Answer
9	13	No Longer Teaching
41	59.2	No Reason Given

C. Reasons Given For Non-qualification

Number	Reason
1	Have Been Away From Teaching.
1	Know Nothing About Teachers Unions.
1	Principal of School.
1	Change Probably Would Not Better Conditions.
14	No Reason Given.

questions included in the inquiry form which required the choice of only two possible answers. These are questions one; three; four; five; six; ten a,b, and c; and eleven.

To the question "Do teachers need more effective organization?" 298 answered "yes", thirty-nine replied "no", while nine omitted the question.

Two hundred ninety eight teachers believed that a

Table II: Classification of Sixty-nine Forms Returned by Non-participants.

A. Total

Returned Blank	Per Cent of Total Sent	Per Cent of Total Returned
69	6.9	16.6

B. Reasons Given

Number	Per Cent of 69	Reason Given
19	27.5	Not Qualified to Answer
9	13	No Longer Teaching
41	59.5	No Reason Given

C. Reasons Given For Non-qualification

Number	Reason
1	Have Been Away From Teaching.
1	Know Nothing About Teachers Unions.
1	Principal of School.
1	Change Probably Would Not Better Conditions.
14	No Reason Given.

---

questions included in the inquiry form which required the choice of only two possible answers. These are questions one; three; four; five; six; ten a,b, and c; and eleven.

To the question-"Do teachers need more effective organization?" 288 answered "yes", thirty-nine replied "no", while nine omitted the question.

Two hundred ninety eight teachers believed that a

purpose of any professional teachers' organization should be to raise salaries, settle grievances, or protect teachers' positions, while thirty-four disagreed. Sixteen teachers did not reply to this question.

That the fundamental purpose of any professional teachers' organization is to serve the need of American boys and girls was agreed to by 286 teachers, while 48 disagreed. Twelve omitted to answer.

Two hundred seven teachers believed it possible for teachers' local, state, and national associations to co-exist with teachers' unions, each solving a different phase of the teachers' problems, while One hundred sixteen believed this to be untrue. There were twenty-three omissions.

Assuming the existence of a teachers' union, 76 teachers felt that it should be affiliated with organized labor while 238 preferred no affiliation with labor. Thirty-two teachers declined to answer this question.

Question ten asked if teachers would be willing to join a teachers' union, affiliated with labor, under certain conditions. One hundred thirty-one expressed a willingness to join such a union if they believed they would obtain a 25 per cent salary increase, while one hundred eighty-eight said they would not. Twenty-seven teachers did not answer.

To obtain more job security 129 teachers said they would join an affiliated union while 184 said they would not. Thirty-three declined to answer.

One hundred seventy-nine teachers, however, said they would be willing to join an affiliated union if they believed they would have more influence in designing educational policies for their schools. One hundred forty-six said they would not, while twenty-one did not answer the question.

If they were given access to a greater amount of factual material concerning the union organization of teachers, 232 teachers felt that their answers would have been more certain. Ninety-nine teachers did not believe so, while fifteen did not answer.

Asked whether they felt adequately recompensed financially, 252 teachers replied "no", while 86 checked "yes." Eight teachers did not answer.

Tables IV and V give the total number of replies for questions two and eight, which allowed for comment or multiple answer. The irregularity in the totals of question two is caused by the fact that teachers showed a tendency to agree with more than one statement. Twenty-one teachers agreed with the statement that present teachers' organizations provide adequate solutions to teachers' problems. Two hundred seventeen felt that

Table III: Total Answers For Questions Requiring The Choice of Two Answers.

Question	Yes	No	O
1. Do teachers need more effective organization?	298	39	9
3. Should a purpose of any professional teachers' organization be to raise salaries, settle grievances, or protect teachers' positions?	296	34	16
4. Should the fundamental purpose of any professional teachers' organization be to serve the needs of American boys and girls?	286	48	12
5. Do you think it possible for teachers' local, state, and national associations and teachers unions to exist together, each solving a different phase of the teachers' personal and professional problems?	207	116	23
6. To serve more effectively the needs of education, a teachers' union should be affiliated with organized labor.	76	238	32
10. Would you be willing to join a teachers' union affiliated with labor if you believed that by so doing:			
a. You would obtain a 25 per cent salary increase?	131	188	27
b. You would obtain more job security?	129	184	33
c. You would have more influence in designing educational policies for your school?	179	146	21
d. Other	35	—	—
11. Do you believe your answers as indicated in this inquiry form might have been more certain if you were given access to a greater amount of factual material concerning the union organization of teachers?	232	99	15
13. b. In your opinion are you adequately recompensed financially for the service which you perform to the community.	86	252	8

Table III: Total Answers For Questions Requiring The Choice of Two Answers.

Question	Yes	No	Q
1. Do teachers need more effective organization?	338	39	9
3. Should a purpose of any professional teachers' organization be to raise salaries, settle grievances, or protect teachers' positions?	336	24	16
4. Should the fundamental purpose of any professional teachers' organization be to serve the needs of American boys and girls?	286	48	12
5. Do you think it possible for teachers' local, state, and national associations and teachers unions to exist together, each solving a different phase of the teachers' personal and professional problems?	307	116	23
6. To serve more effectively the needs of education, a teachers' union should be affiliated with organized labor.	76	339	32
10. Would you be willing to join a teachers' union affiliated with labor if you believed that by so doing:			
a. You would obtain a 25 per cent salary increase?	131	188	27
b. You would obtain more job security?	129	184	33
c. You would have more influence in designing educational policies for your school?	179	146	21
d. Other	35	—	—
11. Do you believe your answers as indicated in this inquiry form might have been more certain if you were given access to a greater amount of factual material concerning the union organization of teachers?	332	39	15
13. b. In your opinion are you adequately recompensed financially for the service which you perform to the community.	86	282	8

present teachers' organizations at maximum efficiency could provide adequate solutions to teachers' problems. Ninety-four teachers checked the opinion that labor union organization for teachers is desirable, while twenty-four teachers made other suggestions.

Question eight, an opinion question devised to determine the attitude of teachers in a controversial situation, was omitted by 38 teachers. It evoked 93 comments. One hundred fifty-five teachers felt that if teachers gave moral support to striking maintenance workers in a strike which closed the school system, the teachers must be considered as also on strike. Nearly an equal number of teachers disagreed with this point of view as 153 checked that in this situation the teachers would not be on strike.

Table IV: Total Answers For Question Two.

Statement	Checked
2. Present teachers' organizations provide adequate solutions to teachers' problems.....	21
Present teachers' organizations, at maximum efficiency, could provide adequate solutions to teachers problems.	217
Labor union organization of teachers is desirable to care adequately for the problems of teachers.	94
Other (please state).....	24
Question Omitted.....	15

Table V: Total Answers For Question Eight.

	Yes	No	Comment
8. If teachers and maintenance workers in a given school system were affiliated with labor, would you consider the teachers on strike if a strike of the maintenance workers, given moral support by the teachers, closed the school system?	155	153	93
Question omitted.....	(38)		

Table VI illustrates the total ratings of common union practices for inclusion in the practices of a teachers' union. The use of the strike was rated as desirable or very desirable by 22 teachers, while 298 rated this practice as undesirable or very undesirable. Twenty-six teachers failed to comment.

The closed shop was rated as desirable or very desirable by 56 teachers, while 250 rated this practice as undesirable or very undesirable. Forty teachers did not comment here.

Political action was considered as very desirable by 52 teachers. Fifty rated this practice as desirable for a total of 102. Two hundred two teachers rated the practice as undesirable or very undesirable while 42 failed to indicate their rating.

Exclusion of administrative officials from membership was considered as desirable or very desirable by

Table V: Total Answers For Question Eight.

	Yes	No	Comment
8. If teachers and maintenance workers in a given school system were affiliated with labor, would you consider the teachers on strike if a strike of the maintenance workers, given moral support by the teachers, closed the school system?	155	155	23
Question omitted.....	(38)		

Table VI illustrates the total ratings of common union practices for inclusion in the practices of a teachers' union. The use of the strike was rated as desirable or very desirable by 22 teachers, while 298 rated this practice as undesirable or very undesirable. Twenty-six teachers failed to comment.

The closed shop was rated as desirable or very desirable by 56 teachers, while 260 rated this practice as undesirable or very undesirable. Forty teachers did not comment here.

Political action was considered as very desirable by 52 teachers. Fifty rated this practice as desirable for a total of 102. Two hundred two teachers rated the practice as undesirable or very undesirable while 42 failed to indicate their rating.

Exclusion of administrative officials from membership was considered as desirable or very desirable by

110 teachers. It was considered undesirable or very undesirable by 199 teachers. Thirty-seven teachers did not rate this practice.

One hundred eighty-four teachers considered seniority and tenure as bases for promotion and salary raise as desirable or very desirable, while 136 rated the practice as undesirable or very undesirable. The question was omitted by 26 teachers.

Table VI: Rating of Union Practices by Teachers for Inclusion in a Teachers' Union.

7. Directions: Rate the following Union Practices for Inclusion in the practices of a teachers' union by placing a cross (x) in the appropriate column.
Column A -- signifies a very desirable practice.
Column B -- signifies a desirable practice.
Column C -- signifies an undesirable practice.
Column D -- signifies a very undesirable practice.

Practice	A	B	C	D	Omit
Use of the Strike	11	11	40	258	26
The Closed Shop	24	32	32	218	40
Political Action	52	50	52	150	42
Exclusion of Administrative Officials from Membership	64	46	84	115	37
Seniority and Tenure as Bases for Promotion or Salary Raise.	84	100	64	72	26

Table VII presents the total ratings of arguments for and against union organization for teachers.

The fact that teachers, as American citizens, have the right to join unions was considered a strong or

very strong union argument by a total of 226 teachers, while 47 considered this a weak or very weak argument. Forty-nine teachers considered this argument as irrelevant. It was omitted by 14 teachers.

One hundred sixty-three teachers considered union organization as equally desirable for professional as well as for industrial people. This argument was rated as weak or very weak by 120 teachers, while 28 checked it as irrelevant. Thirty-five teachers omitted the question.

The argument that union organization will provide the teacher with an articulate voice in grievances was rated as strong or very strong by 192 teachers. Ninety-one considered the argument as weak or very weak. It was omitted by 32 teachers and considered irrelevant by 21 teachers.

That union organization will equalize the salaries of men and women teachers was considered a strong or very strong argument by 133 participants, while 119 checked this as weak or very weak. Fifty-seven teachers felt this to be irrelevant. It was omitted by 37.

The argument that existing teachers' unions are completely autonomous and none has ever participated in a strike was omitted by 80 teachers while 83 considered this as irrelevant. One hundred ten teachers believed

this to be a weak or very weak argument, while 73 considered it as strong or very strong.

Four participants suggested additional arguments in favor of union organization.

Ninety considered the argument that teachers as public employees should not join labor unions as strong or very strong, while 164 felt this to be a weak or very weak argument. It was omitted by 28 teachers and considered irrelevant by 64.

That it is undignified for teachers to affiliate with labor was considered a weak or very weak statement by 192 teachers. Sixty-three believed this to be strong or very strong. Seventy-one felt this to be irrelevant. It was omitted by 25 participants.

One hundred sixty-three teachers felt strongly or very strongly that union organization would reduce desire for professional superiority by basing promotion upon seniority and tenure, while 127 considered this a weak or very weak argument. It was checked as irrelevant by 19 teachers and omitted by 37.

The argument that teachers would be expected to teach labor points of view if affiliated with labor was considered as a strong or very strong anti-union argument by 93 teachers. One hundred forty considered this as weak or very weak. Eighty-one believed it to be

irrelevant. It was omitted by 22 teachers.

One hundred thirty-three teachers felt strongly or very strongly that the objectives of American public education cannot be reconciled with the objectives of trade unionism, while 131 considered this a weak or very weak statement. Forty-five considered this as irrelevant. It was omitted by 37 particpants.

Eleven teachers suggested additional anti-union arguments.

Table VII: Total Ratings of Pro and Con Arguments Concerning Union Organization for Teachers.

9. Directions: Following are two groups of statements. Group I consists of several arguments commonly used by advocates of teachers' unions. Group II presents several arguments opposing such unions. Indicate your rating of these arguments by placing a cross (x) in the appropriate column.

	Argument	A	B	C	D	I	Omit
I	Teachers, as American citizens have the right to join unions...	175	51	29	18	49	14
	Union organization is equally desirable for professional as well as for industrial people.	84	79	70	50	28	35
	Union organization will provide the teacher with an articulate voice in grievances.	116	76	54	47	21	32
	Union organization will equalize the salaries of men and women teachers.	71	62	69	50	57	37
	Existing teachers' unions are completely autonomous, and none has ever participated in a strike...	47	26	55	55	83	80
	Other (please state and rate)....	4					

Argument	A	B	C	D	I	Omit
Teachers, as public employees, should not join labor unions..	61	29	64	100	64	28
It is undignified for teachers to affiliate with labor.	46	17	66	121	71	25
Union organization by basing promotion upon seniority and tenure will reduce desire for professional superiority.	77	86	70	57	19	37
If affiliated with labor, teachers would be expected to teach labor points of view. ..	49	54	64	76	81	22
The objectives of American public education cannot be reconciled with the objectives of trade unionism.	91	42	58	73	45	37
Other: (please state and rate).	11					

Table VIII is a summary of the organizations to which participating teachers belong. In addition to the groups mentioned on the inquiry form, four teachers listed "sectional" associations of which they were members. As can be seen, the greatest number, 93.3 per cent, belong to local associations, while 78 per cent belong to state associations, 46.2 per cent belong to national associations, and a minor number to teachers' unions or to none. The irregularity in computation is caused by the fact that most teachers listed membership in more than one type of association.

Table IX lists the total number of participants falling within salary ranges included on the inquiry form as an optional question. It is interesting to

Agreement	A	B	C	D	I	Omit
Teachers, as public employees, should not join labor unions..	21	29	64	100	84	28
It is undignified for teachers to affiliate with labor.	46	17	66	121	71	75
Union organization by basing promotion upon seniority and						
II teachers will reduce desire for professional superiority.	77	88	70	87	19	87
If affiliated with labor, teachers would be expected to teach labor points of view. ...	49	94	64	76	81	22
The objectives of American public education cannot be reconciled with the objectives of trade unionism.	91	42	88	73	45	87
Other: (please state and rate).	11					

Table VIII: Associations to Which Participating Teachers Belong.

Type	Number	Per Cent
Local Associations	324	93.3
State Associations	270	78
National Associations	163	46.2
Teachers Unions	4	--
None	4	--
Sectional	4	--

note that 340 of the 346 participating teachers answered this optional question. The majority of participants, 75.3 per cent, receive between $1500 and $3,000 annually, with the peak, 29.4 per cent, receiving between $2,000 and $2,499. Less than $1500 was received by 3.1 per cent, while 19.4 per cent earn over $3,000.

Table IX: Salary Range of Participating Teachers.

Range	Number	Per Cent
$500 -- $1,499	11	3.1
$1,500 -- $1,999	92	26.3
$2,000 -- $2,499	102	29.4
$2,500 -- $2,999	68	19.6
Over $3,000	67	19.4
Not Given	6	1.7

Table X is a tabulation of question one on the basis of several chosen criteria. These are sex, marital status, grade, population of community, years of teaching experience, and opinion of salary. All

Table VIII: Associations to Which Participating Teachers Belong.

Type	Number	Per Cent
Local Associations	258	35.3
State Associations	270	78
National Associations	165	46.2
Teachers Unions	4	--
None	4	--
Sectional	4	--

---

note that 340 of the 346 participating teachers answered this optional question. The majority of participants, 78.3 per cent, receive between $1800 and $3,000 annually, with the peak, 29.4 per cent, receiving between $2,000 and $2,499. Less than $1800 was received by 3.1 per cent, while 19.4 per cent earn over $3,000.

Table IX: Salary Range of Participating Teachers.

Range	Number	Per Cent
$800 -- $1,499	11	3.1
$1,500 -- $1,999	92	26.3
$2,000 -- $2,499	102	29.4
$2,500 -- $2,999	68	19.8
Over $3,000	67	19.4
Not Given	6	1.7

Table X is a tabulation of question one on the basis of several chosen criteria. These are sex, marital status, grade, population of community, years of teaching experience, and opinion of salary. All

persons who were not married, but listed a marital status such as divorced or widowed were considered as single.

The overwhelming "yes" answer to this question, observed in the totals, may be noted here. It is unnecessary to interpret the table in detail at this point. Certain items of interest in this, and in the following fourteen tables, are discussed in Chapter IV.

Table XI is a tabulation of question two on the basis of the same criteria. In this table the suggestions of participating teachers may be noted as to amount, but no interpretation or discussion of such suggestions is given. These suggestions are analyzed in Chapter IV.

The irregularities in totals here are caused by the fact that many teachers checked both "A" and "B" or "B" and "C" as statements with which they agreed. No participant checked both "A" and "C."

Tables XII, XIII, and XIV are tabulations of questions three, four, and five on the basis of these same criteria. These tables are self-explanatory and require no detailed explanation here. Such deviations from the majority total as appear are treated in the following chapter.

Boston University
School of Education
Library

Table X: Do Teachers Want More Effective Organization? (Question One)

Criterion	Total	Yes	No	Omit
Male, married	96	88	7	1
Male, single	15	14	1	0
Female, married	18	16	1	1
Female, single	186	154	26	6
Sex or Marital Status Omitted	31	26	4	1
Grade 1--6	122	101	17	4
Grade 7--12	210	183	22	5
All Grades	7	7	0	0
Grade Omitted	7	7	0	0
Boston	30	26	2	2
Population over 100,000	43	34	7	2
Population 5,000--100,000	195	173	20	2
Population Under 5,000	46	40	6	0
Population Omitted	32	25	4	3
0--4 Years Experience	28	26	1	1
5--9 Years Experience	47	46	1	0
10--19 Years Experience	105	95	9	1
Over 20 Years Experience	145	114	25	6
Not Given	21	17	3	1
Salary Adequate	86	61	22	3
Not Adequately Recompensed	252	232	14	6
Not Given	8	5	3	0

Table XI: How Can Teachers' Problems Best Be Solved?
A. By Present Organizations.
B. By Present Organizations at Maximum Efficiency.
C. By Labor Union Organization of Teachers.
D. Other.

Criterion	Total	A	B	C	D	Omit
Male, married	96	4	51	34	11	5
Male, single	15	0	6	10	1	1
Female, married	18	1	9	9	1	1
Female, single	186	13	132	33	21	17
Sex or Marital Status Omitted	31	3	19	8	3	2

Table X: Do Teachers Want More Effective Organization? (Question One)

Criterion	Total	Yes	No	Omit
Male, married	96	88	7	1
Male, single	15	14	1	0
Female, married	18	16	1	1
Female, single	186	164	16	6
Sex or Marital Status Omitted	31	26	4	1
Grade 1--6	122	101	17	4
Grade 7--12	210	183	22	5
All Grades	7	7	0	0
Grade Omitted	7	7	0	0
Boston	30	26	2	2
Population over 100,000	43	34	7	2
Population 5,000--100,000	193	173	20	2
Population Under 5,000	46	40	6	0
Population Omitted	32	28	4	3
0--4 Years Experience	28	26	1	1
5--9 Years Experience	47	46	1	0
10--19 Years Experience	105	95	9	1
Over 20 Years Experience	145	114	25	6
Not Given	21	17	3	1
Salary Adequate	86	61	22	3
Not Adequately Recompensed	252	202	14	6
Not Given	3	3	3	0

Table XI: How Can Teachers' Problems Best Be Solved?
A. By Present Organizations.
B. By Present Organizations at Maximum Efficiency.
C. By Labor Union Organization of Teachers.
D. Other.

Criterion	Total	A	B	C	D	Omit
Male, married	96	4	51	24	12	5
Male, single	15	0	6	10	1	1
Female, married	18	1	9	5	1	1
Female, single	186	13	132	33	21	17
Sex or Marital Status Omitted	31	3	19	8	3	2

Criterion	Total	A	B	C	D	Omit
Grade 1--6	122	9	82	25	14	10
Grade 7--12	210	11	128	68	21	14
All Grades	7	0	6	1	1	1
Grade Omitted	7	1	5	0	1	1
Boston	30	1	12	13	6	4
Population Over 100,000	43	3	31	9	6	2
Population 5,000--100,000	195	13	128	52	17	7
Population under 5,000	46	4	25	15	5	5
Population Omitted	32	0	21	5	3	8
0--4 Years Experience	28	0	17	9	3	3
5--9 Years Experience	47	0	30	15	5	2
10--19 Years Experience	105	5	71	26	11	9
Over 20 Years Experience	145	14	86	40	16	11
Not Given	21	2	13	4	2	1
Salary Adequate	86	12	62	17	8	9
Salary Not Adequate	252	8	150	76	29	15
Not Given	8	1	5	1	0	2

Table XII: Should a purpose of any Teachers' Organization Be to Raise Salaries, Settle Grievances, or Protect Teachers' Positions?

Criterion	Total	Yes	No	Omit
Male, married	96	83	8	5
Male, single	15	14	1	0
Female, married	18	17	0	1
Female, single	186	155	22	9
Sex or Marital Status Omitted	31	27	3	1
Grade 1--6	122	112	6	4
Grade 7--12	210	174	26	10
All Grades	7	5	1	1
Grade Omitted	7	5	1	1
Boston	30	29	1	0
Population over 100,000	43	37	3	3
Population 5,000--100,000	195	169	19	7
Population Under 5,000	46	39	5	2
Population Omitted	32	22	6	4
Salary Adequate	86	68	12	6
Salary Not Adequate	252	221	21	10
Not Given	8	7	1	0

Criterion	Total	A	B	C	D	Omit
Grade 1--6	122	9	36	26	14	10
Grade 7--12	210	11	129	66	21	14
All Grades	7	0	3	1	1	1
Grade Omitted	7	1	3	0	1	1
Boston	30	1	12	12	6	4
Population Over 100,000	42	3	31	3	6	3
Population 5,000--100,000	169	13	128	82	17	7
Population Under 5,000	46	4	29	15	5	5
Population Omitted	32	0	21	5	3	8
0--4 Years Experience	28	0	17	3	3	3
5--9 Years Experience	47	0	30	13	5	2
10--19 Years Experience	106	8	71	20	11	9
Over 20 Years Experience	145	14	86	40	16	11
Not Given	21	2	13	4	2	1
Salary Adequate	86	12	52	17	8	3
Salary Not Adequate	252	8	150	76	29	13
Not Given	8	1	5	1	0	2

Table XII: Should a purpose of any Teachers' Organization be to Raise Salaries, Settle Grievances or Protect Teachers' Positions?

Criterion	Total	Yes	No	Omit
Male, married	96	83	8	5
Male, single	15	14	1	0
Female, married	18	17	0	1
Female, single	166	136	22	9
Sex or Marital Status Omitted	31	27	3	1
Grade 1--6	122	112	6	4
Grade 7--12	210	174	26	10
All Grades	7	5	1	1
Grade Omitted	7	5	1	1
Boston	30	29	1	0
Population over 100,000	43	37	3	3
Population 5,000--100,000	198	149	19	7
Population Under 5,000	46	39	5	2
Population Omitted	32	22	6	4
Salary Adequate	80	58	12	6
Salary Not Adequate	252	221	21	10
Not Given	8	7	1	0

Criterion	Total	Yes	No	Omit
0--4 Years Experience	28	24	4	0
5--9 Years Experience	47	43	4	0
10--19 Years Experience	105	82	17	6
Over 20 Years Experience	145	127	8	10
Not Given	21	20	1	0

Table XIII: Should the Fundamental Purpose of Any Professional Teachers' Organization Be to Serve the Needs of American Boys and Girls?

Criterion	Total	Yes	No	Omit
Male, married	96	88	7	1
Male, single	15	12	3	0
Female, married	18	15	3	0
Female, single	186	144	32	10
Sex or Marital Status Omitted	31	27	3	1
Grade 1--6	122	101	16	5
Grade 7--12	210	171	32	7
All Grades	7	7	0	0
Grade Omitted	7	7	0	0
Boston	30	27	1	2
Population over 100,000	43	30	11	2
Population 5,000--100,000	195	162	27	6
Population Under 5,000	46	44	2	0
Population Omitted	32	23	7	2
0--4 Years Experience	28	24	2	2
5--9 Years Experience	47	35	10	2
10--19 Years Experience	105	80	23	2
Over 20 Years Experience	145	129	10	6
Not Given	21	18	3	0
Salary Adequate	86	73	11	2
Salary Not Adequate	252	205	37	10
Not Given	8	8	0	0

Table XIV: Is It Possible For Teachers Associations and Unions to Exist Together, Each Solving A Different Phase of the Teachers' Problems?

Criterion	Total	Yes	No	Omit
0--4 Years Experience	88	84	4	0
5--9 Years Experience	47	43	4	0
10--19 Years Experience	105	89	17	6
Over 20 Years Experience	145	127	8	10
Not Given	21	20	1	0

Table XIII: Should The Fundamental Purpose of Any Professional Teachers' Organization Be to Serve the Needs of American Boys and Girls?

Criterion	Total	Yes	No	Omit
Male, married	96	86	7	1
Male, single	16	12	3	0
Female, married	18	16	2	0
Female, single	186	144	32	10
Sex or Marital Status Omitted	41	27	3	1
Grade 1--6	182	101	16	5
Grade 7--12	210	171	32	7
All Grades	7	7	0	0
Grade Omitted	7	7	0	0
Boston	30	27	1	2
Population over 100,000	43	30	11	2
Population 5,000--100,000	198	162	27	8
Population Under 5,000	46	44	2	0
Population Omitted	32	25	7	2
0--4 Years Experience	32	24	3	2
5--9 Years Experience	47	36	10	2
10--19 Years Experience	105	80	23	2
Over 20 Years Experience	145	129	10	6
Not Given	21	18	3	0
Salary Adequate	86	73	11	2
Salary Not Adequate	202	168	27	10
Not Given	8	8	0	0

Table XIV: Is It Possible For Teachers Associations and Unions to Exist Together. Each Having A Different Phase of the Teachers' Problems?

Criterion	Yes	No	Omit	Other
Male, married	96	57	35	4
Male, single	15	9	6	0
Female, married	18	12	6	0
Female, single	186	109	59	18
Sex or Marital Status Omitted	31	20	10	1
Grade 1--6	122	88	28	6
Grade 7--12	210	113	82	15
All Grades	7	4	2	1
Grade Omitted	7	2	4	1
Boston	30	20	10	0
Population Over 100,000	43	21	20	2
Population 5,000--100,000	195	121	60	14
Population Under 5,000	46	29	15	2
Population Omitted	32	16	11	5
0--4 Years Experience	28	17	10	1
5--9 Years Experience	47	29	17	1
10--19 Years Experience	105	63	38	4
Over 20 Years Experiene	145	86	44	15
Not Given	21	12	7	2
Salary Adequate	86	38	43	5
Salary Not Adequate	252	165	70	17
Not Given	8	4	3	1

Table XV is a tabulation of question six on the basis of the same criteria. A somewhat larger number of omissions may be noted in this question than has been true of preceding questions. Certain of the sub-totals here may be considered as of marked interest and are considered in detail in Chapter IV.

Criterion	Yes	No	Omit	Other
Male, married	96	67	32	4
Male, single	15	9	6	0
Female, married	19	12	6	0
Female, single	186	109	59	18
Sex or Marital Status Omitted	31	20	10	1
Grade 1--6	122	85	28	6
Grade 7--12	210	117	83	16
All Grades	7	4	2	1
Grade Omitted	7	2	4	1
Boston	30	20	10	0
Population Over 100,000	43	21	20	2
Population 5,000---100,000	195	121	60	14
Population Under 5,000	46	29	15	2
Population Omitted	32	16	11	5
0---4 Years Experience	28	17	10	1
5---9 Years Experience	47	29	17	1
10---19 Years Experience	109	82	23	4
Over 20 Years Experience	143	86	44	13
Not Given	21	12	7	2
Salary Adequate	86	38	43	5
Salary Not Adequate	282	165	73	17
Not Given	8	4	3	1

Table XV is a tabulation of question six on the basis of the same criteria. A somewhat larger number of omissions may be noted in this question than has been true of preceding questions. Certain of the sub-totals here may be considered as of marked interest and are considered in detail in Chapter IV.

Table XV: To More Effectively Serve the Needs of Education, a Teachers' Union Should, or Should Not, be Affiliated With Organized Labor?

Criterion	Total	Yes	No	Omit
Male, married	96	30	62	4
Male, single	15	8	7	0
Female, married	18	7	10	1
Female, single	186	24	139	23
Sex or Marital Status Omitted	31	7	20	4
Grade 1--6	122	8	106	8
Grade 7--12	210	66	122	22
All Grades	7	1	5	1
Grade Omitted	7	1	5	1
Boston	30	11	17	2
Population Over 100,000	43	9	31	3
Population 5,000--100,000	195	40	137	18
Population Under 5,000	46	11	29	6
Population Omitted	32	5	24	3
0--4 Years Experience	28	7	19	2
5--9 Years Experience	47	8	36	3
10--19 Years Experience	105	19	72	14
Over 20 Years Experience	145	37	96	12
Not Given	21	5	15	1
Salary Adequate	86	10	63	13
Salary Not Adequate	252	65	169	18
Not Given	8	1	6	1

Tables XVI -- XX are tabulations of question seven on the basis of the criteria decided upon. A large number of omissions occurs in these tables, Table XVII in particular containing omissions. In general, it might be noted here that the total of "A - B" answers increases from Table XVI to Table XX. That is, Table XVI, which concerns the use of the strike, contains the smallest number of answers considering this

Table XV: To More Effectively Serve the Needs of Education, a Teachers' Union Should, or Should Not, be Affiliated With Organized Labor?

Criterion	Total	Yes	No	Omit
Male, married	36	30	62	4
Male, single	15	8	7	0
Female, married	18	7	10	1
Female, single	186	24	139	23
Sex or Marital Status Omitted	31	7	20	4
Grade 1--6	122	8	106	8
Grade 7--12	210	66	122	22
All Grades	7	1	5	1
Grade Omitted	7	1	5	1
Boston	30	11	17	2
Population Over 100,000	43	9	31	3
Population 5,000--100,000	186	40	137	18
Population Under 5,000	46	11	29	6
Population Omitted	32	5	24	3
0--4 Years Experience	23	7	19	2
5--9 Years Experience	47	8	36	3
10--19 Years Experience	105	19	72	14
Over 20 Years Experience	145	37	96	12
Not Given	21	5	15	1
Salary Adequate	86	10	63	13
Salary Not Adequate	252	65	169	18
Not Given	8	1	6	1

Tables XVI -- XX are tabulations of question seven on the basis of the criteria decided upon. A large number of omissions occurs in these tables, Table XVII in particular containing omissions. In general, it might be noted here that the total of "A - B" answers increases from Table XVI to Table XX. That is, Table XVI, which concerns the use of the strike, contains the smallest number of answers considering this

practice as desirable, while Table XX, concerning seniority and tenure as bases for promotion or salary increase, contains the most "A - B" answers.

Table XX does not, however, note a number of comments written into the margin of the inquiry form as this point by participants. These comments, qualifying the answer checked by participants, are of aid in interpreting this Table and are discussed in Chapter IV.

Table XVI: The Use of the Strike Rated By Teachers For Inclusion in a Teachers' Union. A -- Very Desirable; B--Desirable; C-- Undesirable; D--Very Undesirable

Criterion	Total	A	B	C	D	Omit
Male, married	96	4	3	10	73	6
Male, single	15	5	0	5	5	0
Female, married	18	0	0	3	14	1
Female, single	186	2	8	19	139	18
Sex or Marital Status Blank	31	0	0	3	27	1
Grade 1--6	122	1	4	18	98	11
Grade 7--12	210	10	7	21	151	11
All Grades	7	0	0	1	5	1
Grade Omitted	7	0	0	0	4	3
Boston	30	3	0	4	23	0
Population Over 100,000	43	0	0	5	36	2
Population 5,000--100,000	195	8	9	22	140	16
Population Under 5,000	46	0	2	7	35	2
Not Given	32	0	0	2	24	6
0--4 Years Experience	28	0	2	3	21	2
5--9 Years Experience	47	5	4	6	31	1
10--19 Years Experience	105	2	2	14	80	7
Over 20 Years Experience	145	4	2	17	108	14
Not Given	21	0	1	0	18	2

Table XVI: The Use of the Article Rated By Teachers For Inclusion in a Teachers' Union.
A -- Very Desirable; B--Desirable;
C-- Undesirable; D--Very Undesirable

Criterion	Total	A	B	C	D	Omit
Male, married	98	7	3	10	73	5
Male, single	16	6	0	5	5	0
Female, married	18	0	0	3	14	1
Female, single	186	2	8	19	139	18
Sex or Marital Status Blank	31	0	0	3	27	1
Grade 1--6	122	1	4	18	98	11
Grade 7--12	110	10	7	21	181	11
All Grades	7	0	0	1	5	1
Grade Omitted	7	0	0	0	4	3
Boston	30	3	0	4	23	0
Population Over 100,000	43	0	0	5	36	2
Population 6,000--100,000	186	8	8	22	140	8
Population Under 6,000	45	0	2	7	36	2
Not Given	32	0	0	0	24	6
0--4 Years Experience	28	0	2	3	21	2
5--9 Years Experience	47	5	4	6	31	1
10--19 Years Experience	105	2	2	14	80	7
Over 20 Years Experience	145	4	2	17	108	14
Not Given	21	0	1	0	18	2

Criterion	Total	A	B	C	D	Omit
Salary Adequate	86	5	1	3	71	6
Salary Not Adequate	252	5	10	36	182	19
Not Given	8	1	0	1	5	1

Table XVII: The Closed Shop Rated By Teachers For Inclusion in a Teachers' Union.
A -- Very Desirable; B -- Desirable
C -- Undesirable; D -- Very Undesirable.

Criterion	Total	A	B	C	D	Omit
Male, married	96	10	12	11	57	6
Male, single	15	5	2	1	6	1
Female, married	18	1	2	2	12	1
Female, single	186	7	13	16	119	31
Sex or Marital Status Blank	31	1	3	2	24	1
Grade 1--6	122	4	9	17	76	16
Grade 7--12	210	20	22	13	135	20
All Grades	7	0	1	2	3	1
Grade Omitted	7	0	0	0	4	3
Boston	30	2	3	4	20	1
Population Over 100,000	43	0	4	6	30	3
Population 5,000--100,000	195	20	17	15	117	26
Population Under 5,000	46	2	6	6	28	4
Not Given	32	0	2	1	23	6
0--4 Years Experience	28	3	4	1	17	3
5--9 Years Experience	47	6	7	4	28	2
10--19 Years Experience	105	9	13	13	60	10
Over 20 Years Experience	145	5	8	14	95	23
Not Given	21	1	0	0	18	2
Salary Adequate	86	6	1	7	64	8
Salary Not Adequate	252	17	31	25	148	31
Not Given	8	1	0	0	6	1

Table XVII: The Closed Shop Rated By Teachers For Inclusion in a Teachers' Union.
A -- Very Desirable; B -- Desirable
C -- Undesirable; D -- Very Undesirable.

Criterion	Total	A	B	C	D	Omit
Male, married	96	10	12	11	57	6
Male, single	15	5	2	1	6	1
Female, married	18	1	2	2	12	1
Female, single	186	7	13	18	119	31
Sex or Marital Status Blank	31	1	3	2	24	1
Grade 1--6	122	4	9	17	76	16
Grade 7--12	210	20	22	13	135	20
All Grades	7	0	1	2	3	1
Grade Omitted	7	0	0	0	4	3
Boston	30	2	3	4	20	1
Population Over 100,000	43	0	4	6	30	3
Population 5,000--100,000	195	20	17	15	117	26
Population Under 5,000	46	2	6	6	28	4
Not Given	32	0	2	1	23	6
0--4 Years Experience	28	3	4	1	17	3
5--9 Years Experience	47	6	7	4	28	2
10--19 Years Experience	105	9	13	13	60	10
Over 20 Years Experience	145	5	8	14	95	23
Not Given	21	1	0	0	18	2
Salary Adequate	86	6	1	7	64	8
Salary Not Adequate	252	17	31	25	148	31
Not Given	8	1	0	0	6	1

Table XVIII: Political Action Rated By Teachers for Inclusion in the Practices of a Teachers' Union. A -- Very Desirable; B -- Desirable C -- Undesirable; D -- Very Undesirable.

Criterion	Total	A	B	C	D	Omit
Male, married	96	27	17	15	30	7
Male, single	15	9	3	1	2	0
Female, married	18	3	0	3	9	3
Female, single	186	10	30	30	87	29
Sex or Marital Status Blank	31	3	0	3	22	3
Grade 1--6	122	9	10	23	60	20
Grade 7--12	210	43	39	26	84	18
All Grades	7	0	1	2	3	1
Grade Omitted	7	0	0	1	3	3
Boston	30	8	3	1	15	3
Population Over 100,000	43	6	13	6	17	1
Population 5,000--100,000	195	27	28	34	81	25
Population Under 5,000	46	7	3	7	24	5
Not Given	32	4	3	4	13	8
0--4 Years Experience	28	5	4	6	9	4
5--9 Years Experience	47	9	11	7	15	5
10--19 Years Experience	105	12	12	19	52	10
Over 20 Years Experience	145	24	19	19	62	21
Not Given	21	2	4	1	12	2
Salary Adequate	86	10	11	11	45	9
Salary Not Adequate	252	40	37	40	103	32
Not Given	8	2	2	1	2	1

Table XIX: The Practice of Excluding Administrative Officials from Membership Rated by Teachers for Inclusion in a Teachers' Union. A -- Very Desirable; B -- Desirable; C -- Undesirable; D -- Very Undesirable.

Criterion	Total	A	B	C	D	Omit
Male, married	96	24	11	25	31	5
Male, single	15	2	2	5	6	3
Female, married	18	3	4	4	5	2
Female, single	186	31	25	47	55	28
Sex or Marital Status Blank	31	4	4	3	18	2

Table XVIII: Political Action Rated By Teachers for Inclusion in the Practice of a Teachers' Union. A -- Very Desirable; B -- Desirable C -- Undesirable; D -- Very Undesirable.

Criterion	Total	A	B	C	D	Omit
Male, married	86	27	17	15	30	7
Male, single	16	9	3	1	2	0
Female, married	18	3	0	3	9	3
Female, single	146	10	30	30	87	29
Sex or Marital Status Blank	31	3	0	3	22	3
Grade 1--3	122	3	10	23	60	26
Grade 7--12	210	43	59	25	84	19
All Grades	7	0	1	2	3	1
Grade Omitted	7	0	0	1	3	3
Boston	30	8	3	1	16	2
Population Over 100,000	43	6	13	6	17	1
Population 5,000--100,000	139	27	28	34	81	29
Population Under 5,000	46	7	3	7	24	5
Not Given	32	4	3	4	13	8
0--4 Years Experience	28	6	4	6	9	4
5--9 Years Experience	47	9	11	7	15	5
10--19 Years Experience	106	12	12	13	52	10
Over 20 Years Experience	145	24	19	19	62	21
Not Given	21	2	4	1	12	2
Salary Adequate	86	10	11	11	45	9
Salary Not Adequate	252	40	37	40	103	32
Not Given	8	2	2	1	2	1

Table XIX: The Practice of Excluding Administrative Officials from Membership Noted by Teachers for Inclusion in a Teachers' Union. A -- Very Desirable; B -- Desirable; C -- Undesirable; D -- Very Undesirable.

Criterion	Total	A	B	C	D	Omit
Male, married	86	24	17	25	31	3
Male, single	16	2	2	3	6	3
Female, married	18	3	4	4	5	2
Female, single	138	31	25	47	35	25
Sex or Marital Status Blank	31	4	4	3	18	2

Criterion	Total	A	B	C	D	Omit
Grade 1--6	122	11	20	33	39	19
Grade 7--12	210	51	24	50	71	14
All Grades	7	1	1	1	3	1
Grade Omitted	7	1	1	0	2	3
Boston	30	8	4	9	9	0
Population Over 100,000	43	12	7	10	13	1
Population 5,000--100,000	195	34	25	43	69	24
Population Under 5,000	46	5	9	14	15	3
Not Given	32	5	1	8	9	9
0--4 Years Experience	28	1	9	8	7	3
5--9 Years Experience	47	9	6	15	17	0
10--19 Years Experience	105	22	14	24	34	11
Over 20 Years Experience	145	28	11	35	49	22
Not Given	21	4	6	2	8	1
Salary Adequate	86	11	11	21	32	11
Salary Not Adequate	252	52	35	58	82	25
Not Given	8	1	0	5	1	1

Table XX: Seniority and Tenure as Bases for Promotion and Salary Raise Rated by Teachers for Inclusion in the Practices of a Teachers' Union. A -- Very Desirable; B -- Desirable; C -- Undesirable; D -- Very Undesirable.

Criterion	Total	A	B	C	D	Omit
Male, married	96	23	31	20	16	6
Male, single	15	3	6	3	3	0
Female, married	18	5	2	5	5	1
Female, single	186	48	59	31	30	18
Sex or Marital Status Blank	31	5	2	5	18	1
Grade 1--6	122	37	31	22	19	13
Grade 7--12	210	45	65	40	49	11
All Grades	7	1	3	1	2	0
Grade Omitted	7	1	1	1	2	2
Boston	30	9	7	6	6	2
Population Over 100,000	43	6	15	10	11	1
Population 5,000--100,000	195	50	57	34	39	15
Population Under 5,000	46	14	13	7	9	3
Not Given	32	5	8	7	8	4

Criterion	Total	A	B	C	D	Omit
0--4 Years Experience	28	6	6	11	4	1
4--9 Years Experience	47	12	14	9	11	1
10--19 Years Experience	105	15	37	22	24	7
Over 20 Years Experience	145	47	36	20	27	15
Not Given	21	4	7	2	6	2
Salary Adequate	86	11	29	15	22	9
Salary Not Adequate	252	70	68	48	50	16
Not Given	8	3	3	1	0	1

Table XXI is a tabulation of question eight on the basis of the same criteria. The number of comments elicited by this question is large for all groups. These comments make interpretation of the answers given by participants complete. While the totals for this question produce a nearly equal number of "yes" and "no" answers, some group tendency may be noted. For example, thirty-five married men replied "yes" while fifty-one replied "no." Teachers in grades one to six, all female and nearly all single, voted 57.2 per cent for "yes" on this question while teachers in grades seven to twelve voted only 37.1 per cent "yes." These factors are more thoroughly analyzed in the next chapter.

Question	Total	A	B	C	D	Omit
0--4 Years Experience	28	8	5	11	4	1
4--9 Years Experience	47	12	14	9	11	1
10--19 Years Experience	109	18	37	25	24	7
Over 20 Years Experience	146	47	36	20	27	16
Not Given	21	4	7	2	6	2
Salary Adequate	86	11	29	13	22	9
Salary Not Adequate	252	70	68	43	50	16
Not Given	8	3	3	1	0	1

Table XXI is a tabulation of question eight on the basis of the same criteria. The number of comments elicited by this question is large for all groups. These comments make interpretation of the answers given by participants complete. While the totals for this question produce a nearly equal number of "yes" and "no" answers, some group tendency may be noted. For example, thirty-five married men replied "yes" while fifty-one replied "no." Teachers in grades one to six, all female and nearly all single, voted 87.2 per cent for "yes" on this question while teachers in grades seven to twelve voted only 37.1 per cent "yes." These factors are more thoroughly analyzed in the next chapter.

Table XXI: If Teachers and Maintenance Workers in a Given School System Were Affiliated With Labor, Would Teachers Consider the Teachers On Strike If a Strike of the Maintenance Workers, Given Moral Support by the Teachers, Closed the School System?

Criterion	Total	Yes	No	Omit	Comment
Male, married	96	35	51	10	25
Male, single	15	4	9	2	2
Female, married	18	8	9	1	6
Female, single	186	91	70	25	52
Sex or Marital Status Blank	31	17	14	0	8
Grades 1--6	122	70	38	14	31
Grades 7--12	210	78	110	22	56
All Grades	7	4	3	0	4
Grade Omitted	7	3	2	2	2
Boston	30	12	12	6	9
Population Over 100,000	43	16	20	7	14
Population 5,000--100,000	195	85	90	20	61
Population Under 5,000	46	22	21	3	11
Population Omitted	32	20	10	2	8
0--4 Years Experience	28	12	15	1	9
5--9 Years Experience	47	24	19	4	15
10--19 Years Experience	105	46	48	11	23
Over 20 Years Experience	145	65	61	19	40
Not Given	21	8	10	3	6
Salary Adequate	86	40	34	12	15
Salary Not Adequate	252	112	117	23	77
Not Given	8	3	2	3	1

Tables XXII, XXIII, and XXIV are tabulations of question ten on the basis of these criteria. This question concerned conditions under which teachers would be willing to join a union affiliated with labor.

These tables are set up exactly as are the preceding tables and require no explanation here. An

Table XXI: If Teachers and Maintenance Workers in a Given School System were Affiliated with Labor, would Teachers Consider the Teachers on strike if a Strike of the Maintenance Workers, Given Moral Support by the Teachers, Closed the School System?

Criterion	Total	Yes	No	Omit	Comment
Male, married	96	35	51	10	85
Male, single	15	4	9	2	2
Female, married	18	6	9	1	6
Female, single	186	91	70	25	82
Sex or Marital Status Blank	21	17	14	0	0
Grades 1--6	122	70	36	14	31
Grades 7--12	210	78	110	22	86
All Grades	7	4	3	0	4
Grade Omitted	7	3	2	2	2
Boston	30	12	12	6	9
Population Over 100,000	45	16	20	7	14
Population 5,000--100,000	185	85	30	20	21
Population Under 5,000	46	22	21	3	11
Population Omitted	32	20	10	2	8
0--4 Years Experience	28	12	15	1	9
5--9 Years Experience	47	24	19	4	15
10--19 Years Experience	105	46	48	11	23
Over 20 Years Experience	145	66	61	19	40
Not Given	21	8	10	3	8
Salary Adequate	86	40	34	12	15
Salary Not Adequate	282	112	117	23	77
Not Given	8	3	2	3	1

Tables XXII, XXIII, and XXIV are tabulations of question ten on the basis of these criteria. This question concerned conditions under which teachers would be willing to join a union affiliated with labor.

These tables are set up exactly as are the preceding tables and require no explanation here. An

interpretation of these results may be found in Chapter IV.

Table XXII: Would Teachers Be Willing to Join a Teachers' Union Affiliated With Labor If They Believed They Would Obtain a 25 Per Cent Salary Increase?

Criterion	Total	Yes	No	Omit
Male, married	96	43	41	12
Male, single	15	11	4	0
Female, single	186	54	118	14
Sex or Marital Status Blank	31	14	16	1
Female, married	18	9	9	0
Grades 1--6	122	44	68	10
Grades 7--12	210	83	111	16
All Grades	7	2	4	1
Grade Omitted	7	2	5	0
Boston	30	12	16	2
Population Over 100,000	43	13	18	2
Population5,000--100,000	195	79	102	14
Population Under 5,000	46	19	34	3
Population Omitted	32	8	18	6
0--4 Years Experience	28	15	11	2
5--9 Years Experience	47	25	21	1
10--19 Years Experience	105	39	54	12
Over 20 Years Experience	145	41	93	11
Not Given	21	11	9	1
Salary Adequate	86	12	70	4
Salary Not Adequate	252	117	114	21
Not Given	8	2	4	2

Table XXIII: Would Teachers Be Willing To Join A Teachers' Union Affiliated With Labor If They Believed They Would Obtain More Job Security?

Criterion	Total	Yes	No	Omit
Male, married	96	42	44	10
Male, single	15	10	5	0
Female, married	18	8	9	1
Female, single	186	55	110	21
Sex or Marital Status Blank	31	14	16	1
Grades 1--6	122	43	69	10
Grades 7--12	210	81	107	22
All Grades	7	3	3	1
Grade Omitted	7	2	5	0
Boston	30	12	16	2
Population Over 100,000	43	14	17	2
Population 5,000--100,000	195	79	100	16
Population Under 5,000	46	17	23	6
Population Omitted	32	7	18	7
0--4 Years Experience	28	12	13	3
5--9 Years Experience	47	33	21	3
10--19 Years Experience	105	40	54	11
Over 20 Years Experience	145	45	86	14
Not Given	21	9	10	2
Salary Adequate	86	13	67	6
Salary Not Adequate	252	114	113	25
Not Given	8	2	4	2

Table XXIV: Would Teachers Be Willing To Join a Teachers Union Affiliated With Labor If They Believed They Would Have More Influence in Designing Educational Policies For Their School?

Criterion	Total	Yes	No	Omit
Male, married	96	51	37	8
Male, single	15	12	3	0
Female, married	18	12	6	0
Female, single	186	90	85	11
Sex or Marital Status Blank	31	14	15	2

Table XXIII: Would Teachers Be Willing To Join A Teachers' Union Affiliated With Labor If They Believed They Would Obtain More Job Security?

Criterion	Total	Yes	No	Omit
Male, married	96	42	44	10
Male, single	16	10	6	0
Female, married	18	8	9	1
Female, single	186	36	110	21
Sex or Marital Status Blank	31	14	16	1
Grades 1--6	122	43	69	10
Grades 7--12	210	81	107	22
All Grades	7	3	3	1
Grade Omitted	7	2	6	0
Boston	30	12	16	2
Population Over 100,000	43	14	17	2
Population 5,000--100,000	195	73	100	16
Population Under 5,000	46	17	23	6
Population Omitted	32	7	18	7
0--4 Years Experience	28	12	13	3
5--9 Years Experience	47	33	21	3
10--19 Years Experience	105	40	54	11
Over 20 Years Experience	145	43	86	14
Not Given	21	9	10	2
Salary Adequate	86	13	67	6
Salary Not Adequate	252	114	113	25
Not Given	8	2	4	2

Table XXIV: Would Teachers Be Willing To Join a Teachers Union Affiliated With Labor If They Believed They Would Have More Influence in Determining Educational Policies For Their School?

Criterion	Total	Yes	No	Omit
Male, married	96	51	37	8
Male, single	16	12	3	0
Female, married	18	12	6	0
Female, single	186	80	85	11
Sex or Marital Status Blank	31	14	15	2

Criterion	Total	Yes	No	Omit
Grades 1--6	122	64	54	4
Grades 7--12	210	108	86	16
All Grades	7	4	3	0
Grade Omitted	7	3	3	1
Boston	30	21	7	2
Population Over 100,000	43	23	19	1
Population 5,000--100,000	195	91	85	19
Population Under 5,000	46	23	21	2
Population Omitted	32	11	14	7
0--4 Years Experience	28	17	8	3
5--9 Years Experience	47	26	20	1
10--19 Years Experience	105	56	44	5
Over 20 Years Experience	145	70	64	11
Not Given	21	10	10	1
Salary Adequate	86	34	47	5
Salary Not Adequate	252	142	95	15
Not Given	8	3	4	1

Table XXV is a tabulation of the answers given to the entire inquiry form by forty-three social studies teachers. The numbers of questions appear above the Tables. In the Tables "Y" indicates a "Yes" answer, "N" a "No" answer, and "O" an omission.

In general, the answers of social studies teachers were consistent with totals obtained for the entire group. For example, in question seven, part one concerning the use of the strike 79 per cent of the social studies teachers considered this as an undesirable or very undesirable practice, while 86 per cent of the total group agreed. There were some deviations which are noted in the following chapter.

Criterion	Total	Yes	No	Omit
Grades 1--6	139	94	84	4
Grades 7--12	219	109	86	16
All Grades	7	4	3	0
Grade Omitted	7	5	3	1
Boston	30	21	7	2
Population Over 100,000	45	23	19	1
Population 5,000--100,000	185	91	89	13
Population Under 5,000	46	25	21	2
Population Omitted	32	11	14	7
0--4 Years Experience	29	17	8	3
5--9 Years Experience	47	26	20	1
10--19 Years Experience	105	55	44	6
Over 20 Years Experience	145	70	64	11
Not Given	21	10	10	1
Salary Adequate	86	34	47	5
Salary Not Adequate	252	142	95	15
Not Given	8	3	4	1

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In general, the answers of social studies teachers were consistent with totals obtained for the entire group. For example, in question seven, part one concerning the use of the strike 79 per cent of the social studies teachers considered this as an undesirable or very undesirable practice, while 80 per cent of the total group agreed. There were some deviations which are noted in the following chapter.

Table XXV: Answers of Forty-three Social Studies Teachers To This Inquiry Form.

Total	1.			2.					3.			4.			5.			6.		
	Y	N	O	A	B	C	D	O	Y	N	O	Y	N	O	Y	N	O	A	B	O
43	41	2	0	2	21	16	7	4	36	6	1	35	8	0	18	21	2	15	24	2

7.																				
Strike					Closed Shop					Pol. Action					Excl. of Off.					Sen. & Tenure				
A	B	C	D	O	A	B	C	D	O	A	B	C	D	O	A	B	C	D	O	A	B	C	D	O
2	3	4	30	4	5	5	3	26	4	12	9	7	11	4	10	5	10	14	4	9	12	12	8	2

8.			10.									11.			13.	
			a.			b.			c.							
Y	N	O	Y	N	O	Y	N	O	Y	N	O	Y	N	O	Y	N
12	30	1	22	19	2	21	18	4	26	13	4	29	11	3	11	32

	9.(I) Pro-Union Arguments					
	A	B	C	D	I	O
1.	24	6	2	0	9	2
2.	15	8	6	6	4	4
3.	18	7	4	6	4	4
4.	12	8	7	6	6	4
5.	7	4	3	4	13	12

	9.(II) Con-Union Arguments					
	A	B	C	D	I	O
1.	9	1	9	8	14	2
2.	7	3	4	17	11	1
3.	6	17	7	8	4	1
4.	6	7	10	8	12	0
5.	10	5	10	11	7	0

Table XXV: Answers of Forty-three Social Studies Teachers To Three Inquiry Items.

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CHAPTER IV

INTERPRETATION OF THE DATA AND EVALUATION OF THE SURVEY

Data Concerning Participants in This Survey.

Examination of Table VIII reveals the fact that 93.3 per cent of the teachers participating in this survey belonged to their local associations. Seventy-eight per cent belonged to state associations while 46.2 per cent were members of national teachers' groups. Only four participating teachers were members of teachers' unions. Thus, this group may by no means be considered as prejudiced in favor of union organization for teachers because of prior membership in teachers' unions.

The participants were largely an urban group, 71.6 per cent teaching in communities of over 5,000 population.

Elementary teachers comprised 35.2 per cent of the participants while 60.7 per cent were secondary school teachers.

Most of the men participating, 86.5 per cent, were married, while 91.1 per cent of the women participating were single.

Most of the participants were teachers with over ten

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The participants were largely an urban group, 71.8 per cent teaching in communities of over 5,000 population.

Elementary teachers comprised 36.8 per cent of the participants while 60.7 per cent were secondary school teachers.

Most of the men participating, 88.5 per cent, were married, while 91.1 per cent of the women participating were single.

Most of the participants were teachers with over ten

years of experience, as 72.2 per cent belonged to this group while 21.6 per cent had under ten years of experience.

Most of the participants did not feel themselves adequately recompensed financially as 72.8 per cent expressed this opinion while 24.8 per cent did feel adequately recompensed.

This attitude prevailed generally despite the salary received, although some tendency may by noted for more satisfaction to exist at higher salaries and less at lower salaries, as shown in Table XXVII.

Table XXVI : Opinion of Salary Contrasted with Salary.

	Total	500-1499	15-1999	20-2499	25-2999	Over 3000	Not Given
Adequate	86	1	14	31	19	21	0
Inadequate	252	10	77	69	48	45	3
Not Given	8	0	1	2	1	1	3

It should be noted here, however, that 42 teachers who believed their salary inadequate noted that this opinion was due to present-day costs of living.

Teachers Feel A Need For More Effective Organization.

As revealed in Table III, teachers replied to the direct question, "Do teachers need more effective organization?" with 298 affirmative answers and only 39 denials. This overwhelming "yes" reply indicates that a vast majority

of the teachers participating in this survey feel a need for more effective organizations. Allowing for nine omissions a total of 86 per cent of the teachers replied "yes." This ratio, with minor variations, prevails throughout the tabulations when done with selected groups. Thus 82.7 per cent of 186 single women replied "yes" while 91.5 per cent of 96 married men answered "yes." This deviation from the average, in this case, may be due to a conservatism noted in the answers of the single women who made up most of the participants. This tendency may also be noted in the case of secondary teachers, of which 87.1 per cent replied "yes" while 82.7 per cent of the largely female single elementary teachers answered "yes."

Population of community appeared to have no influence on teachers' opinions here as teachers from all sizes of communities registered a large majority "yes" reply. The low total of 78.1 per cent was given by 32 teachers who did not give their community population.

Although all groups of teachers registered a heavy affirmative opinion, a wide gap may be noted between the opinion of those who believed themselves adequately recompensed financially and those who did not. This information is in Table X. While 70.9 per cent of 86 teachers who felt adequately recompensed replied "yes," 90 per cent of 252 teachers who did not feel adequately

recompensed replied "yes." Therefore it appears that, although teachers who believe their salaries adequate do not feel the need for more effective organization so much as do teachers who are of the opinion that their salaries are inadequate, they are still largely of the opinion that teachers need more effective organization.

Another difference here may be noted in Table X where 96 per cent of 75 participants with less than ten years of experience believed that teachers need more effective organizations. This may be compared with the 83.6 per cent "yes" reply of 250 teachers with over ten years experience. Although both groups register over whelmingly their opinion that teachers need more effective organization the younger teachers expressed a nearly unanimous affirmative opinion.

Most of the Teachers Participating in This Survey Believe That Present Teachers' Organizations at Maximum Efficiency can Solve Teachers' Problems.

As revealed in Table IV 62.1 per cent of the teachers participating agreed with the statement that present teachers' organizations at maximum efficiency can solve the problems of teachers. Only six per cent, however, believed that present teachers' organizations are now solving teachers' problems. An additional 27.2 per cent agreed that labor union organization of teachers might be necessary. The high total is caused, as has been noted, by teachers agreeing with more than one statement.

No teacher, however, believed both that present groups are doing an adequate job and that union organization is necessary.

These figures should be noted in connection with the numerous comments which participants offered.

One group of participants suggested that union organization not affiliated with labor might be desirable. These quotations are exact copies of comments written on returned forms.

> I believe in a national union of all professional workers. I do not believe in affiliation with C.I.O., for example. I think the national union should be a real labor union not just another teachers' association.
>
> I think teachers should have a union of their own not connected with any other union.
>
> Teachers' union not affiliated with labor.
>
> Teachers' union not affiliated with labor.
>
> Union should be patterned after Railway Brotherhoods, not necessarily affiliated with C.I.O. or A.F. of L., but a strong independent union.
>
> But not a union affiliated with A.F.ofL. or C.I.O.. A strong state wide union of teachers only, with practical not visionary leadership. Nonpolitical.
>
> Federation of teachers without labor union affiliation is highly desirable. But to be really effective it should be nearly 100 per cent to make a strong effective, political force.

Another group believed that some form of state or federal supervision is desirable. The following comments

are typical of this group.

> Paid experts attached to State organization, available to local organizations as need to care for problems and plead their cases before school committees, legislature, and the press.
>
> State control to standardize school and teachers' certificate with required graduate work for which compensation whould be awarded.
>
> Federal government department with a cabinet secretary, covering all education.

Other scattered suggestions included the following.

> Doubtful if any organization could do the job perfectly
>
> If teachers would all join and support existing organizations problems could be adequately handled.
>
> A teachers' organization revised to take care of salary questions.
>
> Reorganization of present organizations would be necessary.

Others suggested that a teachers' union should be affiliated with the A.F.of L. or the C.I.O..

These comments are of interest since they were largely suggested by participants who left the question blank.

An examination of Table XI, which shows the tabulation of this question for selected groups reveals some interesting deviations from the total reply. The 96 married men, for example, were 35.4 per cent in favor of labor union organization, while 66 per cent of 15 single men held this

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State control to standardize school and teachers' certificate with required graduate work for which compensation would be awarded.

Federal government department with a cabinet secretary, covering all education.

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A teachers' organization revised to take care of salary questions.

Reorganization of present organizations would be necessary.

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viewpoint. Fifty per cent of 18 married women agreed. However, only 17.2 per cent of 186 single women believed labor union organization to be necessary.

In any consideration of "teachers" in general it must be remembered that unmarried women comprise a majority of the total. Their conservative outlook will influence any poll such as this to a great extent.

Of 75 teachers with less than ten years of teaching experience 32 per cent replied in favor of union organization, while 26.2 per cent of 250 teachers with over ten years of experience agreed. This difference does not appear to be great enough to derive the conclusion that younger teachers are more apt to favor such organization. However, the fact that 96 per cent of the younger teachers feel the need for more effective organization as compared with the older groups' 83.6 per cent shows that the younger group possesses a relatively greater number which is in favor of new organization. It might be expected that a greater percentage of them would be available to favor union organization.

Of 30 Boston teachers participating, 43.3 per cent expressed themselves as in favor of union organization. This compares with 26 per cent of 238 teachers in communities of over 5,000 population, and 32.6 per cent of 46 teachers in communities of under 5,000 population.

The small number of Boston teachers participating might make this an unreliable figure. However, it was expected that the figure for this group would be higher because of the apparent breach existing between classroom teachers and some administrators which has been given wide publicity. The formation of two near-union associations by Boston teachers since this survey was conducted would indicate that this figure may not be too high.

A direct relationship may be noted here in regard to opinion of salary and attitude toward union organization. While only 18.6 per cent of 86 teachers who felt adequately recompensed were in favor of union organization, 30.1 per cent of the 252 comprising the dissatisfied group believed such organization to be necessary.

Of 210 secondary school teachers 32.3 per cent favored union organization, while 20.8 per cent of 122 elementary teachers agreed. Here again, the influence of the female group may be seen.

Most of the Teachers Participating in This Survey Believed that a Purpose of any Teachers' Organization Should be to Raise Salaries, Settle Grievances, or Protect Teachers' Positions.

Table III, question three, reveals the fact that 85.5 per cent of the participating teachers believed their organizations should undertake to settle grievances, raise salaries, or protect their positions. This agrees with

The small number of Boston teachers participating might make this an unreliable figure. However, it was expected that the figure for this group would be higher because of the apparent breach existing between classroom teachers and some administrators which has been given wide publicity. The formation of two merger-union associations by Boston teachers since this survey was conducted would indicate that this figure may not be too high.

A direct relationship may be noted here in regard to opinion of salary and attitude toward union organization. While only 18.6 per cent of 86 teachers who felt adequately recompensed were in favor of union organization, 36.1 per cent of the 282 comprising the dissatisfied group believed such organization to be necessary.

Of 210 secondary school teachers 58.3 per cent favored union organization, while 20.8 per cent of 122 elementary teachers agreed. Here again, the influence of the female group may be seen.

Most of the Teachers Participating in This Survey Believed that a Purpose of any Teachers' Organization Should be to Raise Salaries, Settle Grievances, or Protect Teachers' Positions.

Table III, question three, reveals the fact that 85.5 per cent of the participating teachers believed their organizations should undertake to settle grievances, raise salaries, or protect their positions. This agrees with

the contention made in Chapter One, page 16, that the emphasis among teachers' organizations has come in modern years to be placed upon these factors.

Table XII, which shows the totals for this question tabulated according to specific groups, reveals the same groups slightly in disagreement. Single women, for example registered an 83.3. per cent "yes" answer, while married men were 86.4 per cent favorable. Both teachers with over ten years of experience and teachers with under ten registered an 83.6 per cent affirmative answer. Teachers who believed their salaries adequate were 79.1 per cent favorable, while those who believed their salaries inadequate were 87.6 per cent favorable. Again, those satisfied with their salary may be seen to be in slight disagreement with the majority.

Nine teachers, however, objected to the construction of this question and crossed out one or more of the conditions. These were counted as omissions, although it was indicated that to "raise salaries" or "settle grievances" was acceptable

Participating Teachers Agreed that the Fundamental Purpose of Any Teachers' Group is to Serve the Needs of American Boys and Girls.

While participating teachers were generally in agreement with the above statement the agreement was not so complete as has previously been noted and there were a

number of variations.

Four participants, who omitted the question, inserted their opinion that if Question Three were answered "yes" the needs of American boys and girls would automatically be served making Question Four unnecessary.

As shown in Table III a total of 82.6 per cent of the participants agreed that to serve the needs of boys and girls should be the purpose of any teachers' association while 13.8 per cent disagreed. The question was omitted by 3.4 per cent of the participants.

That 13.8 per cent of the participating teachers should believe that the fundamental purpose of their organizations should not be to aid American boys and girls would be rather astonishing were it not for the fact that a number of the teachers maintaining this point of view qualified their answer. This group wrote in such opinions as the following:

> In helping teachers, children are automatically benefited.
>
> But teachers should be helped also.
>
> Whatever helps teachers will also help children.

This group appeared to feel that any aid to teachers would indirectly serve children, therefore the fundamental purpose of every teachers' organization need not be to benefit pupils directly.

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> But teachers should be helped also.
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This group appeared to feel that any aid to teachers would indirectly serve children, therefore the fundamental purpose of every teachers' organization need not be to benefit pupils directly.

A number of participants indicated the same feeling when they inserted the opinion that teachers, also, should be served although they answered "yes" to the question.

Thus there appears to exist a minority of participating teachers who believed that the needs of teachers are such that pupils would benefit, at least indirectly, by anything which benefits teachers. This group answered Question Three "yes" and "no" and also omitted the question, the majority answering "no."

Table XIII shows this question as tabulated on the basis of the groups selected. As may be noted, all groups agree that the fundamental purpose of any teachers' group is to serve the needs of American boys and girls. Such disagreement as exists does not appear to be part of any group feeling.

A Majority of Participating Teachers Believed that Teachers' Unions can Co-Exist with Other Types of Associations, each solving a Different Phase of the Teachers' Problems.

Whether teachers' unions can co-exist with other types of associations is a question upon which some disagreement exists. The teachers participating in this survey divided themselves into two groups on this question, 59.8 per cent replying that they can, and 33.5 per cent believing that they cannot. No answer was given by 6.6 per cent.

Table XIV, which shows the totals for this question

tabulated on the basis of selected groups, reveals that sex or marital status does not appear to affect this question as 59.3 per cent of 96 married men replied "yes" and 58.6 per cent of 186 single women replied "yes." Of the 31 participants who omitted their sex or marital status 64.5 per cent replied "yes." Sixty per cent of the 15 single men agreed, while 66.6 per cent of 18 married women also agreed.

Secondary teachers registered only a 53.3 per cent affirmation, while 72.1 per cent of the elementary teachers replied "yes." Salary may have affected these totals.

Opinion of salary is related to the answer given, as 44.1 per cent of 86 who felt adequately recompensed replied "yes," while 65.4 percent of 252 who did not feel adequately recompensed replied "yes."

Teachers in communities of over 100,000 population were only 47.7 per cent agreeable to this question while Boston teachers, and teachers in communities of 5,000-100,000 were 60 and 62 per cent agreeable. Those in communities of under 5,000 population were 63 per cent in agreement.

Years of teaching experience appeared of but slight effect here as 61.3 per cent of 75 teachers with less than ten years of experience agreed that all types of teachers organizations could exist together, while 59.6 per cent

of 255 teachers with over ten years of experience also agreed.

Assuming the Existence of a Teachers' Union, Participants Felt That it Should Not Be Affiliated with Organized Labor.

Assuming the existence of a teachers' union 68.7 per cent of the participants believed that it should not be affiliated with organized labor. This attitude is probably true for most teachers not connected with a teachers' union.

Many participants refused to make this assumption as 9.2 per cent left the question blank.

Of the total, 21.9 per cent believed that an assumed teachers' union should be affiliated with organized labor.

This figure, it may be noted, is somewhat less than the 27.2 per cent in favor of union organization for teachers.

An examination of inquiry forms returned revealed the fact that 69.7 per cent of those favoring union organization also favored affiliation with labor.

An examination of Table XV shows 96 married men participants to be 31.2 per cent in favor of such affiliation, 15 single men to be 60 per cent favorable, 18 married women to be 38.8 per cent in favor, and 189 single women only 12.9 per cent in favor. Thus the majority of single women may here also be seen to greatly influence the total percentage.

This is again shown as 7.2 per cent of 122 elementary

of 255 teachers with over ten years of experience also agreed.

Assuming the Existence of a Teachers' Union, Particularly that It Should Not Be Affiliated with Organized Labor.

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This is again shown as 7.2 per cent of 122 elementary

who were in favor of affiliation while 31.4 per cent of 210 secondary teachers were also in favor of affiliation.

Of the 86 teachers who felt adequately recompensed financially, 11.6 per cent favored an affiliation with labor while of the 252 who did not feel adequately recompensed, 25.7 per cent were favorable. Here again the opinions of teachers toward their salary may be seen to bear directly on their opinions.

Both teachers with long experience and younger teachers tended to agree here as 20 per cent of those with less than 10 years experience favored affiliation, while 21.2 per cent of the older group agreed.

The few Boston participants expressed themselves as 36.6 per cent in favor of affiliation with labor. Teachers from communities of under 5,000 population were 23.9 per cent favorable while those in the 5,000 to 100,00 population agreed with the majority opinion as 20.9 per cent were in favor.

Again the rural group was slightly higher than the total, while Boston's difference was rather sharp.

Use of the Strike and the Closed Shop Were Condemned by Teachers for Inclusion in the Practices of a Teacher's Union.

Table VI, which shows the total ratings given by

teachers to certain union practices, reveals that the use of the strike and the closed shop were overwhelmingly condemned by teachers as practices to be included in the practices of a teachers' union.

Only 6.6 per cent of the 346 participants considered the strike as a desirable or very desirable practice.

The closed shop, while less heavily condemned, still found only 18.4 per cent of the participants considering it desirable or very desirable. This question was omitted by 11.5 per cent of the teachers. The omissions were characterized by question marks and comments which lead to the conclusion that some participants did not understand the term "closed shop."

Tables XVI and XVII shows that teachers with less than ten years of experience were 14.6 per cent in favor of the strike and 26.6 per cent favorable to the closed shop. Those of over ten years experience were only 3.9 per cent in favor of the strike and 13.7 per cent in favor of the closed shop.

Thus, younger teachers can be seen to favor these practices to a greater extent than do older teachers although the practices are heavily condemned by both groups.

Opinion of salary did not appear to affect teachers'

opinion of the strike as it was upheld by only 6.9 per cent of those who were satisfied and by only 5.9 per cent of those who were not satisfied.

The closed shop however found 19 per cent of those who felt inadequately recompensed favorable while only 5.9 per cent of the satisfied group were favorable.

Thus, although opinion of the strike appears not to be affected by inadequate salary, the closed shop is looked upon somewhat more favorably by dissatisfied teachers. Both groups, however, heavily condemn the practices.

The large group of 186 single women were 5.3 per cent favorable to the strike and 10.7 per cent favorable to the closed shop.

The 96 married men were 7.2 per cent in favor of the strike and 22.9 per cent favorable to the closed shop.

Here, again, the strike is condemned heavily by both groups while the closed shop tends to be supported more by the married men.

One-third of the 15 single men advocated use of the strike and 46.6 per cent of this group advocated the closed shop.

None of the 18 married women supported the strike, while 16.6 per cent of them advocated the closed shop.

The influence of the female group appears in the elementary totals as only 4.9 per cent of 122 elementary teachers supported the strike and 10.6 per cent supported the closed shop. This may be compared with the 210 secondary school teachers who expressed themselves as 8 per cent favorable to the strike and 20 per cent favorable to the closed shop.

Population of community did not appear to affect these totals as 4.3 per cent of those in communities of less than 5,000 population supported the strike and 17.3 per cent of this group supported the closed shop. In communities of over 5,000 population 6.1 per cent of the participating teachers supported the strike and 16.5 per cent the closed shop. The differences here are not great enough to appear significant.

Ten per cent of the small number of Boston teachers participating said they favored the strike while 16.6 per cent favored the closed shop.

Other Union Practices Were Rated Somewhat More Favorably with Seniority and Tenure as Bases for Promotion and Salary Raise Being Most Favorably Rated.

Political action, rated for inclusion in the practices of a teachers' union, found 58.3 per cent of the participating teachers considering this as an undesirable or a very undesirable practice. However,

only 29.5 per cent definitely rated political action as desirable or very desirable, while it was omitted by 12.1 per cent. Thus, it appears that although political action is not overwhelmingly opposed approximately twice as many teachers oppose as are in favor of this practice.

To exclude administrative officials from membership was felt by 86.4 per cent of the participating teachers to be undesirable or very undesirable. It is difficult to conceive of a workable union, the membership of which is composed of both employers and employees. Thus, the attitude of most teachers on this issue would appear to make a functioning union almost impossible.

Only 39.3 per cent of the participants condemned seniority and tenure as bases for promotion and salary raise. A percentage of 53.1 believed these to be desirable or very desirable practices. The question was omitted by 7.5 per cent of the participants.

A number of teachers, however, part of whom advocated and part of whom condemned seniority or tenure, expressed the written opinion that these should not be sole bases for promotion or salary raise. This points to the conclusion that, while teachers tend to favor seniority and tenure, they do not favor these practices

as solely fundamental to promotion or salary raise.

Tables XVIII, XIX, and XX present these three practices as rated by the selected groups used for previous tables.

In general, these selected groups reacted to these practices as the group had reacted to earlier questions. Single women, those who felt adequately recompensed, and elementary teachers tended to produce a smaller total when the practice appeared to be highly controversial; married men, single men, younger teachers, and those not satisfied with their financial return tended to exceed total proportions in such situations.

For example, 45.7 per cent of the married men supported the practice of political action while only 21.5 per cent of the single women gave this practice their support. Single men were 80 per cent in favor of this practice.

Seniority and tenure, however, found the single men only 20.6 per cent favorable. Here, 57.5 per cent of the single women advocated seniority and tenure, while 56.2 per cent of the married men agreed.

Thirty per cent of the single women advocated excluding administrative officials from membership as compared with 45.8 per cent of the married men and 37.5 per cent of the single men.

Similarly, 38.6 per cent of the teachers with under ten years of teaching experience supported political action, a practice which was supported by 26.8 per cent of the older teachers.

As might be expected, the younger teachers were less favorable toward seniority and tenure, the practice being advocated by 40.8 per cent, while 54 per cent of those with over ten years of experience advocated the practice.

Examination of these tables reveals that secondary and elementary teachers followed the trends noted for these groups in earlier questions in which the large "female single" group tended to influence the elementary group.

A higher percentage of teachers not satisfied with their financial return supported each of these practices than can be noted among those who were satisfied.

A somewhat higher percentage of Boston teachers advocated these practices.

Although the number of sample here is small, deviation from the total has not been so great as to be suspiciously high. For example, 36.6 percent of the Boston teachers advocated political action as compared with 29.5 per cent of the total.

Teachers Were Divided Equally on the Question of What Constituted a Strike By Teachers.

The hypothetical situation presented to participants as question eight was not so far removed from reality as might at first be assumed. On January 17, 1946, Boston newspapers carried the news that all but one of the 14 schools in Flint, Michigan, were to be closed by a strike of the C.I.O. maintenance workers. The Flint Federation of Teachers, American Federation of Labor, Local 435, recommended that the wage demands of the striking maintenance workers be granted.[1]

In this instance teachers affiliated with labor gave moral support to striking maintenance workers affiliated with labor though the school system had been closed.

Participants in this survey were equally divided concerning the controversial issue of whether teachers would be on strike if they gave moral support to striking maintenance workers should the schools be forced to close.

That teachers would be on strike was the opinion of 44.8 per cent of the participants, while 44.2 per cent disagreed. The remaining 11 per cent omitted this question. This investigator would hold that the

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teachers would not be on strike provided that the "moral support" did not include voluntary stoppage of their work by teachers, thus agreeing with the following comments offered by dissenting participants.

> Not any more than if an epidemic or shortage of fuel closed the schools, a strike of maintenance workers would not be a teacher's problem.
>
> Consider them non-eligibles.
>
> How can a school operate without maintenance workers? What about heat? Sanitation? etc. Schools would close not because of moral support given by teachers but because no other course would be open to school board.
>
> If the teachers did not willingly stop teaching but were forced to because of lack of maintenance in a building, I would not consider them on strike no matter how much moral support they gave.
>
> Not if teachers were willing to work but schools were unheated, etc.
>
> There is no point to this question. If maintenance workers were on strike, how could teachers carry on. Naturally their strike would close school system.
>
> A teacher should teach but cannot be custodian, etc.

A second group of participants most of whom omitted the question argued that the nature of "moral support" must be defined. The following comments are typical.

> This is not a simple question answerable by yes or no. The "moral support" part determines the answer given.

That would depend upon the aid that is given to the workers. Nothing which closes a school system is right.

Would depend entirely upon nature of "moral support."

This is qualified by "given moral support."

Define the word "moral support."

Sympathetic support is not the same as actively striking.

However, that any moral support by teachers might aid or prolong such a strike might, certainly, be possible. In such a case the teachers would be a party to the strike while not actually themselves open to the charge of striking. They then would be liable to the comments of the following group most of whom answered the question "yes."

Teachers by giving moral support might prolong the strike. A sympathetic strike might be in effect without a formal declaration.

Giving aid and support to disturbers of the peace is as much an offense as the actual overt acts -- only more cowardly!

No, but I would consider them partly responsible for the condition.

This is an indirect route to a strike. The teacher's moral support in effect brings about a stoppage of work by both, in equivalence, a strike by both.

The welfare of the student and his right to receive unhampered instruction should prevent teachers (either actively or passively) from aiding any move to close the school system.

> Yes, as the teachers would be encouraging the strike.
>
> It would constitute an underhanded, cowardly trick by which the teachers would not be teaching and yet not be nominally on strike.

Other participants considered the situation, in effect, a sympathy strike. Also suggested was the opinion that, if teachers and maintenance workers, were members of the same group, each would have to be considered responsible for the actions of all associated members. Also pointed out was the opinion that the public would consider teachers as on strike in this situation. Another group held that teachers should not support in any way a force acting to close schools. This group would consider the teachers on strike.

The comments provoked by this question and the equal division of opinion are an indication that teachers are keenly aware of the possibility and complexities of such a situation.

Table XXI, which is a tabulation of this question by selected groups, reveals that single women, more than any other group, considered the teachers on strike in this situation as 48.9 per cent of 186 single women took this stand. Married women agreed with 44.4 per cent.

A smaller percentage of married men agreed as 36.4 per cent believed the teachers on strike only 26.6 per cent

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of the 15 single men believed the teachers to be on strike.

Hence, elementary teachers proved to be 57.3 per cent of the opinion that the teachers would be on strike while 37.1 per cent of the secondary teachers agreed.

Opinion of salary appeared not to be significant here as 46.5 per cent of those satisfied and 44.4 per cent of those not satisfied agreed that the teachers would be on strike.

That the teachers would be on strike was voted by 43.5 per cent of the teachers with over ten years of experience while 48 per cent of those with less than ten agreed. Thus, the older teachers appear here to maintain a slightly more stringent idea of what constitutes a strike.

On the basis of population there appears to be a marked difference between the 43 teachers from communities of over 100,000 population of whom 37.2 per cent voted the teachers as on strike and the 46 teachers from rural areas 44.8 per cent of whom considered the teachers on strike.

The small sampling of these two groups suggests but does not prove that rural teachers would tend to be more critical of the teachers' actions in such a

situation.

The 32 participants who did not give their community population reversed the trend as 62.5 per cent of this group checked that the teachers would be on strike.

Teachers' Rating of Pro and Con Union Arguments.

The ratings given by teachers to arguments commonly used in favor of and against union organization for teachers (See Table VII.) creates a peculiar situation. The arguments used in favor of union organization were generally rated higher than the arguments used against such organization. This rating, it must be remembered, was made by a group of teachers both non-union and less than 30 per cent pro-union.

The pro-union argument that teachers as American citizens have the right to join unions was upheld as a strong or very strong argument by 65.3 per cent of the participants. This was the most heavily supported argument for either group of arguments.

The most irrelevant and omitted argument, however, was the pro-union argument that existing teachers' unions are completely autonomous and none has ever partitipated in a strike. This was omitted by 23.1 per cent and considered irrelevant by 23.9 per cent for a total of 47 per cent. It was considered as valid by

only 21 per cent of the participants, many of whom wrote in their opinion that the statement was untrue while 32 per cent considered it as weak or very weak. Yet this argument is emphasized by union people.

That union organization is equally desirable for professional as well as for industrial people was considered a strong or very strong argument by 47.1 per cent of the participants and as weak or very weak by 34.6 per cent.

More highly rated was the argument that union organization will provide the teacher with an articulate voice in grievances, as 55.4 per cent considered it strong or very strong. Since a number of participants left this blank or considered it irrelevant, only 29.1 per cent of the participants considered this a weak or very weak argument.

This particular statement which is not emphasized by existing unions would appear to be one of their strongest arguments.

That union organization will equalize the salaries of men and women teachers was considered irrelevent or omitted by 27.2 per cent of the participants. It was rated as strong or very strong by 38.2 per cent and as weak or very weak by 34.4 per cent.

Teachers appear about evenly divided in their

opinion as to the strength of this argument.

Rated by far the weakest of the anti-union arguments was the statement that it is undignified for teachers to affiliate with labor. Yet this is an argument commonly put forth. Only 18.2 per cent of the participating teachers rated this as a strong or very strong argument, while 54.4 per cent rated it weak or very weak. It was considered irrelevant by 20.5 per cent, the remainder omitting to answer.

This rating, as has been noted, was not made by a pro-union group of teachers.

Another argument rated as weak was the statement that teachers as public employees should not join labor unions, as 65.8 per cent of the participating teachers rated this poor, very poor, or irrelevant. It was supported as strong or very strong by 26 per cent.

Rated as the strongest anti-union argument was the statement that seniority and tenure advocated by unions as bases for promotion and salary raise would reduce desire for professional superiority. Here the participating teachers indicated, as in question seven, their dislike of these practices as sole bases for promotion. Atotal of of 47.1 per cent rated the argument as strong or very strong while 42.2 per cent considered it as weak, very weak, or irrelevant.

At least one major teachers' union does advocate these practices as sole bases for promotion or salary raise in certain of its locals. Miss Sarah Walsh, Organization Director for the National Teachers Division of the State, County, and Municipal Workers, C.I.O., stated in this group's organization meeting in Boston on December 10, 1945, that its Gloucester, Pennsylvania, local practiced both the closed shop and seniority and tenure as sole bases for promotion or salary raise. The objection of unorganized teachers to these practices is, therefore, founded on practices among existing teachers' unions.

Participants did not seem inpressed with the statement that if affiliated with labor, they would be expected to teach labor points of view. While 29.7 per cent of the participating teachers considered this a strong or very strong argument, 63.8 per cent considered it as weak, very weak, or irrelevant.

The statement that the objectives of trade-unionism and the objectives of American public education cannot be reconciled was considered as strong or very strong by 38.4 per cent of the participants. It was rated as weak, very weak, or irrevelant by 50.8 per cent. Thus, this argument also was not considered as particularly good by the teachers participating in this survey.

A Greater Percentage of Participants Would Be Willing to Join a Teacher's Union Affiliated With Labor For Specific Reasons Than Favor Union Organization For Teachers.

Table III illustrates the total reply to question ten.

Here may be noted the interesting fact that 37. 8 per cent of the participating teachers would be willing to join a teachers' union affiliated with labor if they believed that by so doing they would obtain a 25 per cent salary increase. To obtain more job security 37.2 per cent would be willing to affiliate. And, to obtain more influence in the administration of their school, 50.2 per cent of the participants said they would affiliate. In this case 42.1 per cent said they would not, while the rest were omitted. These figures are considerably higher than the 21.9 per cent which believed that a teachers' union should be affiliated with organized labor, or the 27.2 per cent which expressed themselves as in favor of a teachers' union.

In addition to rating the above reasons, participants offered a number of others. It appears that if teachers believed that a union would help in eliminating politics from the schools a number of teachers would be willing to join. This attitude is typified by the comments on the following page.

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Keep political influence out of schools by intimidating school committeemen with the strength of union votes.

If it was a means of eliminating politics from the school system (including the administrative officials).

More freedom from political interference by school committees and therefore greater chance for better teaching.

Stop unfair practices of politicians.

Do away with cheap publicity-seeking politicians.

Another group stated a willingness to join if by so doing they could aid other teachers.

You would help poorly paid teachers in certain areas to better their salaries.

To be able to help others who may have been treated unjustly.

I have no quarrel with the school system in my community, but I do feel that for the sake of the future of our country, teachers in states receiving inadequate pay should be considered.

Others questioned the price of obtaining such benefits by such comments as the following.

I believe that a teacher deserves the above. I would be interested in the sacrifices I would have to make as a member to gain these ends.

I should like this but first the type of union would be more important to me than any of these. The first thing to be considered is the rights of the children.

The answer to (a) would be canceled if there were any objectionable terms in the agreement.

> Don't believe union would provide above points unless teachers paid for protection, security, etc., by continuous dues.

Other reasons given included promotion according to ability, respect by the public, no-strike agreement, and definite failure of existing associations to solve problems.

Tables XXII, XXIII, XXIV, which show the tabulations of this question on the basis of selected groups, reveal that group responses here were consistent with the trends noted in previous questions.

Such figures as 53.1 per cent of the 96 married men expressing a willingness to join an affiliated union in order to gain more influence in educational practices may be noted. For this reason 80 per cent of the 15 single men claimed to be willing. The 186 single women were only slightly less willing as 48.3 per cent agreed.

In all groups considered on the basis of sex and marital status, the first two reasons, salary increase and job security, drew about the same percentage of affiliates while the third reason (more voice) showed, in all groups, a marked increase. Thus this would appear to be one of the strongest reasons for union affiliation which could be offered.

Salary groups differed widely on these points,

those not satisfied being far more willing to affiliate than those satisfied.

Salary increase or job security did not attract the satisfied group of 86 as only 13.3 and 15 per cent of the participants respectively said they would join for these reasons. While the third reason showed a jump to 39.5 per cent, this figure is below the total figure of 50.2 per cent. Thus, it definitely appears that teachers who believe themselves adequately recompensed financially will not be so likely to form union organization affiliated with labor.

Compare these low figures with the figures of the 252 members composing the dissatisfied group of which 46.4 per cent, 45.2 per cent, and 56.3 per cent said they would affiliate for the three reasons given. Each of these percentages is higher than the total percentages.

It may also be noted that this group comprises 72.8 per cent of the total number of participants.

Grade did not appear to affect answers here as the percentages for elementary and secondary teachers are very nearly alike. For reason three, 51.4 per cent of the secondary teachers and 50.3 of the elementary teachers expressed a willingness to join. The other reasons are similarly close.

With the exception of Boston, which was consistently

higher, population of community had no apparent effect. Those from large cities were slightly less willing. Seventy per cent of the 30 Boston teachers were willing to affiliate for reason three.

The teachers with less than ten years of experience were more willing to affiliate for every reason, 56 per cent for reason three as compared with 50.4 per cent of the older group. For salary increase 53 per cent of the younger group would join as compared with only 32 per cent for the older. Thus, younger teachers would appear to be more favorable toward union organization although salary is the major factor.

Most of the Participants Expressed the Opinion That Their Answers Would Have Been More Certain Had They More Factual Information Concerning Teachers' Unions.

Sixty-seven per cent of the participants agreed with the above statement. Twenty-eight per cent did not feel that more factual information was necessary while 5 per cent omitted to answer.

It appears that the opinions obtained in this survey are not the studied conclusions of most of the participants. More factual information appears to be desired. This bears out the contention of Irvin Kuenzli that

> Fear, however, that many teachers know very little about trade unionism or the organization of white collar workers. As a

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> general rule votes on affiliating with a union should be taken only after teachers have had an opportunity to study the problem.[1]

Social Studies Teachers Were Slightly More Favorable To Union Organization Than Was The Total Group.

Table XXV is a compilation of the answers of 43 social studies teachers. If the subject taught were to influence opinion in this matter, social studies teachers' opinions should have shown the influence since this subject is primarily in their field. With but few variations, the answers of social studies teachers generally agree with the majority totals but at times are markedly different.

For example, 95.3 per cent of this group agreed that teachers need more effective organizations. A higher percentage of social studies teachers favored union organization as 36.7 per cent were favorable. In questions three, four, five, and six they went with the majority although here, also with a higher percentage while they condemned the strike and the closed shop, only 41.8 per cent of the social studies teachers considered exclusion of administrative officials from membership as a poor practice as compared with 86.4 per cent

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for the total. Thus, the social studies teachers appear to note the difficulty of maintaining a workable union composed of both administrators and teachers.

Another major disagreement may be noted as 75 per cent of the social studies teachers felt that teachers would not be on strike in the situation presented in question eight. The total group was equally divided here.

Their rating of pro and con arguments approximated the totals.

Question nine, group two, number four, which argues that if affiliated with labor teachers would be expected to teach labor points of view impressed social studies teachers as little as it did the total group, only 30.2 per cent considering this a strong argument. Since social studies teachers would probably be the ones required to do such teaching, their reaction here is interesting.

Higher percentages of this group expressed a willingness to affiliate with labor for the three reasons given as 51, 48.8, and 60 per cent agreed for the three reasons.

An equal percentage of social studies teachers felt more factual information to be desirable.

An Evaluation of This Survey.

The questionnaire method of research has been heavily criticized by many educational writers. However, it may safely be used in collecting certain types of information.

> . . . a third use of the questionnaire is to secure opinions, judgments, or the expressions of attitudes of respondents along a variety of lines. Usually, although not always, the aim is to secure evaluations admittedly not final, but presumably desirable in view of a lack for the time being of more fundamental procedures in evaluation.[1]

The opinions collected during this survey are, as Koos describes, not final. The present cost of living affected the opinions of teachers concerning the adequacy of their salaries. Most participants indicated that further factual material would have resulted in greater certainty of their answers.

The opinions are, therefore, not final and will be affected by changes which affect teachers.

However, such information could not have been obtained by any other procedure, except possibly by personal interview, a method which would have been so time-comsuming and difficult as to be almost impossible.

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however, of value only insofar as this survey was reliable and valid. As has been noted, reliability is a result of proper sampling and return, while validity is a result of proper construction of the inquiry form.

The complete anonymity of correspondents in this survey made the use of a follow-up extremely difficult since there was no way of determining by whom forms had been returned. Had some type of follow-up been devised for use in this survey, the total return would probably have been greater. The return of 41.5 per cent, of which a number were returned by teachers who believed themselves not qualified to answer, is, however, comparable with the return usually obtained in a survey of this type. All tabulation was based on a total of 34.6 per cent of the total number of forms submitted to teachers. Certain groups returned a better percentage. Secondary teachers returned 42 per cent of the number submitted while elementary teachers returned only 24.4 per cent. The return on the basis of community population did not vary as all groups returned slightly over 30 per cent. Men returned 45 per cent of the forms submitted to them, while women returned only 34 per cent.

Certain groups, such as the 15 single men or the 30 Boston teachers, are not large enough to provide completely adequate or conclusive results.

Koos lists four procedures which should be followed by the questionnaire investigator.

> A. Very careful formulation by the author and arrangement in the form to be used.
>
> B. Submission to some expert for advice and correction.
>
> C. Try-out on teachers or others not primarily concerned -- disinterested persons.
>
> D. A try-out of the revised questionnaire on a group as nearly like the ones to whom it is to be sent as possible. These try-outs will often show the inaccuracies of statement, the equivocal questions and other undesirable features that can be corrected before the questionnaire is actually sent out for replies.[1]

The first three of these procedures were followed in this study but the fourth suggestion was not utilized. Consequently, the inquiry forms were submitted with several poor features which showed up in the replies of participants.

Question three should have been set up so that teachers could consider each of the purposes separately, since a number of teachers commented here.

Question six might have stated that, in answering, participants were not assumed to advocate teachers' unions.

Question eight, while provoking considerable comment, might have been unnecessarily complex since it was omitted frequently and the phrase "moral support" questioned.

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[1] Ibid., p. 163

Question ten would have been improved had some mention been made of the cost to teachers of obtaining the benefits.

Every effort was made to eliminate all trace of personal bias from the form. Critics of the form were asked to locate any bias and where found, it was removed. That this effort was a success is indicated by the fact that only one of the 415 forms returned contained the statement that the participant considered the form biased. This teacher considered the form strongly pro-union.

The letter accompanying the form was carefully constructed in an effort to induce return.

> The character of letters accompanying questionnaires and preparation by the investigator is of much more moment than many novices in questionnaire investigation are wont to believe. These letters should not only explain the project sufficiently to make clear the purport of the study but should be so framed as to motivate the recipient to respond.[1]

A copy of the letter used in this study and a mimeographed letter as submitted is in the Appendix.

The conclusions derived from the results of this study are based upon the belief that a representative group of teachers received and returned the inquiry

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[1] Ibid., P. 124.

form. Certain of the questions were answered so one-sidedly, and the answers given to some questions appear to deviate in such a marked manner from the answers given other questions that the following conclusions are offered.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Conclusions.

Because of the extremely one-sided reply returned by participants to certain of the questions used in this survey, the following statements would appear to be justified as conclusions resulting from the study.

Teachers believe that teachers need more effective organizations. A large majority of teachers today feel a need for better organization.

Teachers believe that present teachers' organizations are not solving their problems adequately. Most teachers, however, believe that present organizations, at maximum efficiency, could do so. A minority of approximately 27 per cent favors union organization for teachers.

Teachers believe that purposes of their organizations should be to raise salaries, settle grievances, and protect teachers' positions.

Most teachers are of the opinion that the fundamental purpose of any teachers' group is to serve the

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Teachers believe that purposes of their organizations should be to raise salaries, settle grievances, and protect teachers' positions.

Most teachers are of the opinion that the fundamental purpose of any teachers' group is to serve the

needs of American boys and girls.

A majority of teachers believe that teachers' unions and other associations can exist together, each solving a different phase of the teachers' problems.

A teachers' union, in the opinion of most teachers, should not be affiliated with organized labor.

Teachers condemn the use of the strike and the closed shop for inclusion in the practices of a teachers' union.

Most teachers admit lack of access to sufficient factual material concerning union organization for teachers.

Other conclusions may be reached, not because of an extremely one-sided answer, but by comparison with answers given to related questions.

More than twice as many teachers as favor affiliation with labor, would be willing to join a teachers' union affiliated with labor if they believed that by so doing they would have more influence in designing educational policies for their school.

Nearly twice as many teachers as favor affiliation

with labor would be willing to join a teachers' union affiliated with labor if they believed that by so doing they would obtain a substantial salary increase or would obtain more job security.

An undetermined minority of teachers would join a teachers' union affiliated with labor to remove political influence from the schools.

While teachers do not condemn the union practices of political action and exclusion of administrative officials from membership so heavily as they do the strike and the closed shop, the only union practice receiving substantial support was that of basing promotion and salary raise upon seniority and tenure. Teachers do not, however, want these practices as sole bases.

Pro union arguments are generally rated as good arguments by teachers. That teachers, as American citizens, have the right to join unions is considered the best union argument, while the statement that union organization will provide the teacher with an articulate voice in grievances is also considered good.

The lowest rated union argument is the statement that existing teachers' unions are completely autonomous and none has ever participated in a strike.

Most of the arguments commonly used against teachers' unions are considered as poor by teachers.

Teachers do not believe it undignified for them to affiliate with labor.

Most teachers do not believe that, as public employees, they should not join labor unions.

Teachers consider the strongest anti union argument the statement that union organization, by basing promotion upon seniority and tenure, will reduce desire for professional superiority.

Most teachers are not concerned over the statement that, if affiliated with labor, they would be expected to teach labor points of view.

Teachers are divided as to the statement that the objectives of American education cannot be reconciled with the objectives of trade unionism.

Teachers are sharply divided as to what constitutes a strike by teachers where any group action with which teachers are connected results in the closing of schools.

Teachers are interested in the costs as well as the benefits of union organization.

A third group of conclusions results from deviations from total answers observed by certain groups.

Sex and marital status appear to affect attitudes toward union organization, practices, and arguments. The female-single group tended to be more anti union in these matters, while married men appeared more pro union. Due to the small sample of single men and married women no definite conclusions can be offered.

Opinion of salary appears to definitely affect teachers' opinions in these matters. Teachers who feel themselves inadequately recompensed financially definitely tend to be more pro union than do teachers who believe themselves adequately recompensed.

Teachers of less than ten years of experience appear to be more pro union than do teachers of more than ten years experience.

Since most of the participants were from urban communities no conclusions can be definitely reached in regard to population of community as a determinant of teachers' opinions in these matters.

Secondary teachers tend to be more pro union than are elementary teachers.

Social Studies teachers tend to be more pro union in these matters. However, such variation as were noted lead

to the conclusion that subject taught is probably of no significance.

Suggestions For Further Research.

Opportunities for further research in the vast field of teachers' organizations is unlimited, as noted in Chapter One, because of the dearth of research studies in this field.

One study, which has been suggested by reference to the C.I.O. and the A.F.of L. in this study, would be to analyze and compare the aims and practices of the teachers' divisions of these organizations.

Another would be to analyze the contemporary publications of these groups and compare such literature with that being published by other types of teachers' associations as to content and probable objectives.

More closely related to this study are the following suggestions.

Repeat this survey using a selected group of teachers. The data obtained on rural teachers or single men, for example, is relatively unreliable because of the small sample obtained.

Repeat this survey with the objective of determining

to the conclusion that subject taught is probably of no significance.

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More closely related to this study are the following suggestions.

Repeat this survey using a selected group of teachers. The data obtained on rural teachers or single men, for example, is relatively unreliable because of the small sample obtained.

Repeat this survey with the objective of determining

exactly to what extent teachers would join a union affiliated with labor for reasons not suggested in this experiment but mentioned by participants. To obtain freedom from political interference, or to aid teachers in poorer positions are among the suggestions offered.

Repeat this study to determine the amount teachers would be willing to pay for the union benefits, for which they would be willing to join a union affiliated with labor.

A study might be made of the teachers in a completely unionized community to determine to what extent union organization has affected the professional standards and attitudes of this group.

A study might be undertaken at this time to determine what changes and reorganization must be undertaken by present teachers' associations to care adequately for the problems of teachers.

APPENDIX

UNION ORGANIZATION FOR TEACHERS

AN EVALUATION BY TEACHERS

Marital Status .....
Sex..... Years of Teaching Experience.....

Please encircle the grades in which you teach.
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12

Please underline the major subject field in which you teach.

English	Commercial	Foreign Languages
Science	Art	Practical Arts
Social Studies	Music	
Mathematics	Health and Physical Education	

Please encircle your years of education beyond high school to the nearest year.
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 Degrees held.....

What is the approximate population of the community served by the school system of which your school is a part? .....

Directions: In the following questions or groups of statements, check (✓) those answers or statements with which you agree.

1. Do teachers need more effective organization?
   Yes ..... No.....

2. Present teachers' organizations provide adequate solutions to teachers' problems. ....___
   Present teachers' organizations, at maximum efficiency, could provide adequate solutions to teachers problems. .....___
   Labor union organization of teachers is desirable to care adequately for the problems of teachers. .....___
   Other (please state). .....
   .....
   .....

128 Elmwood Avenue
Wollaston, Mass.

March 26, 1946

Dear Fellow Teacher,

This inquiry form was devised to provide some much needed information concerning the attitudes of teachers toward union organization for teachers.

Your name has been selected at random. You are requested not to identify yourself. Neither you, nor your school, nor your community can be identified from this form.

If you feel, after examining these queries, that you are not qualified to answer them justly, please return the form indicating this fact.

This survey is being conducted as one of the requirements for the degree of Master of Education at Boston University. Therefore, the results will be placed on file at the School of Education library where they will be available for examination.

Will you donate twelve minutes of your time to help bring this venture to a successful conclusion? Since the nature of this study will prevent any further requests for your help, will you kindly do so at your earliest convenience.

Very truly yours,

Frank L. Steeves, Jr.
Graduate Student
Boston University
School of Education

Enclosure

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